



Chapter (1)

Chapter (2)

Chapter (3)








Chapter (4)

Chapter (5)

Chapter (6)








Chapter 1

Lesson (61) Money

Key vocabulary
- Banknote
- Egyptian pound
- Estimate
- Money
- Currency

Outcomes:
- Compare Egyptian banknotes (L.E. 1 , 5 , 10 , 20 , 50 , 100).
- Estimate the value of different items.

Lessons (62 - 64) Combination of banknotes

Key vocabulary
- Decompose
- Equal sets
- Denomination

Outcomes:
- Combine L.E. 1 , 5 , 10 , 20 , 50 and 100 notes to create a given total.
- Combine banknotes using different ways.
- Decompose large denominations of money into smaller denominations.
- Discuss different ways to combine banknotes to create a given total.

Lesson (65) How to spend money

Key vocabulary
- Budget

Outcomes:
- Add 2-digit and 3-digit numbers without regrouping.
- Identify different ways to combine banknotes.

Lesson (66) Addition and subtraction story problems

Key vocabulary
- Money
- Budget

Outcomes:
- Solve one step story problems involving money.
- Add and subtract 2 and 3-digit numbers without regrouping.

Lessons (67 - 68) The place value money mat

Key vocabulary
- Place value / money mat

Outcomes:
- Apply place value concepts to add & 2 and 3-digit numbers with regrouping.
- Describe their real-world experiences with money.

Lessons (69 - 70) Subtraction with regrouping

Key vocabulary
- Story problems
- Place value/ money mat

Outcomes:
- Subtract 2 and 3-digit numbers with regrouping.
- Apply place value concepts to solve addition and subtraction story problems.

Lesson **61**

L.E. 1

L.E. 5

L.E. 10

L.E. 20

L.E. 50

L.E. 100

L.E. 200

- L.E. = (Egyptian pound)
- L.E. before each number tells that the number is money.

Daily Practice:
- Help your child draw ...

Activity 1

Match the value with its banknote picture as the example:

Banknote	Value
100	L.E. 50
CENTRAL BANK OF EGYPT 10 TEN POUNDS	L.E. 20
200	L.E. 10
Central Bank of Egypt 20	L.E. 100
Central Bank of Egypt 5 FIVE POUNDS	L.E. 200
CENTRAL BANK OF EGYPT FIFTY POUNDS 50	L.E. 5



Parents' Tips:

- Help your child learn the value of each banknote.


Activity 2
Use the given prices to estimate the cost of each object as the example:
L.E. 1
L.E. 5
L.E. 50
L.E. 100
L.E. 100
Parents' Tips:
• Encourage your child to estimate the price
12
Activity
a) Th
b)
Parents' T
• Ensure t



Estimate, then circle what you can buy with the given money:

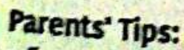




a) The value of each Egyptian banknote.



b) Estimating the cost of different items.



Parents' Tips:

- Ensure that your child can use the banknotes in daily life.



Lessons **62-64**

Combination of banknotes



- I can combine small banknotes to create amounts equal to larger banknotes.























Daily Practice:
- Encourage your child to l...



Match each set of money with its equal banknote as the example:





L.E. 5 + L.E. 5





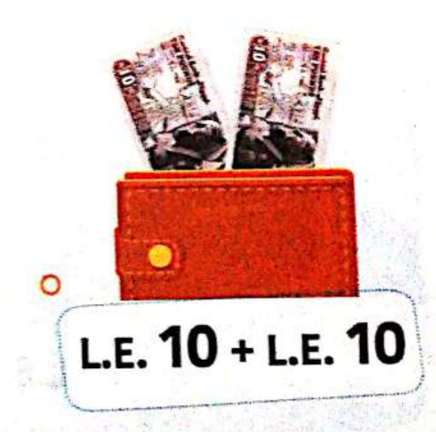
L.E. 20 + L.E. 20 + L.E. 10



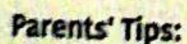


L.E. 50 + L.E. 50





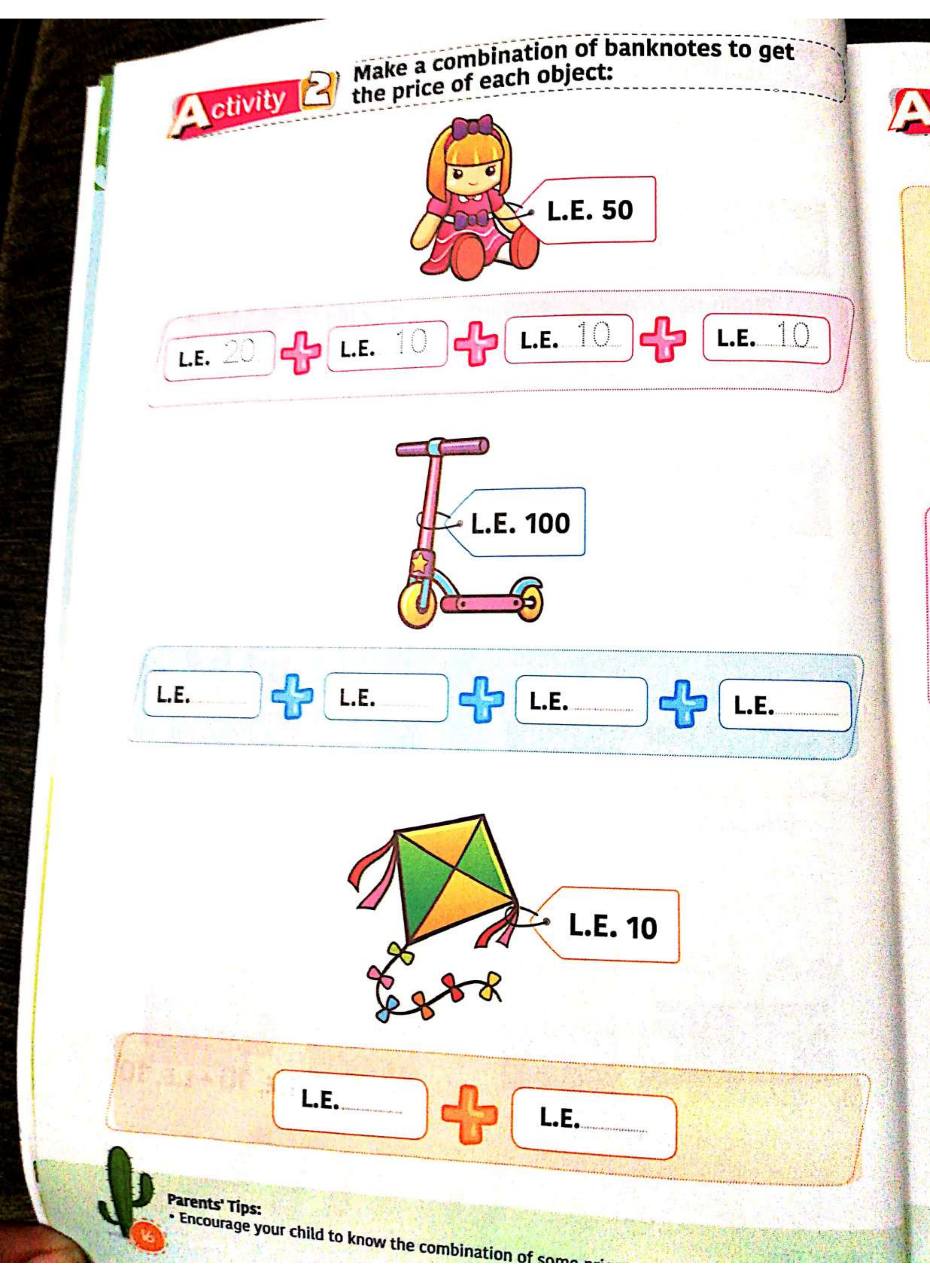
L.E. 10 + L.E. 10



Parents' Tips:

• Encourage your child to recognize the equal amounts of money.




Activity 2
Make a combination of banknotes to get the price of each object:
L.E. 50
L.E. 20 + L.E. 10 + L.E. 10 + L.E. 10
L.E. 100
L.E. + L.E. + L.E. + L.E.
L.E. 10
L.E. + L.E.
Parents' Tips:
• Encourage your child to know the combination of



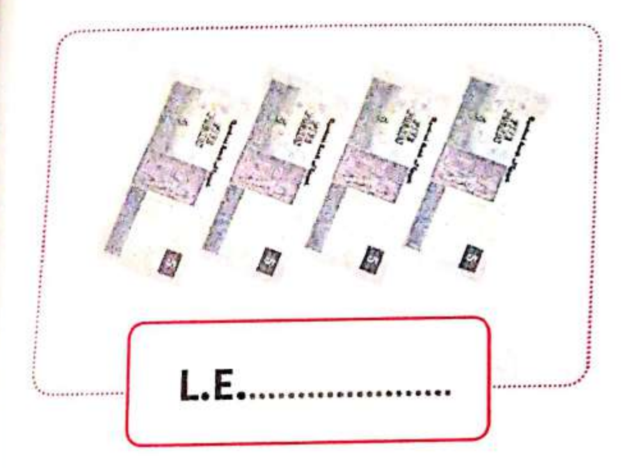
Write the total of each amount of money:



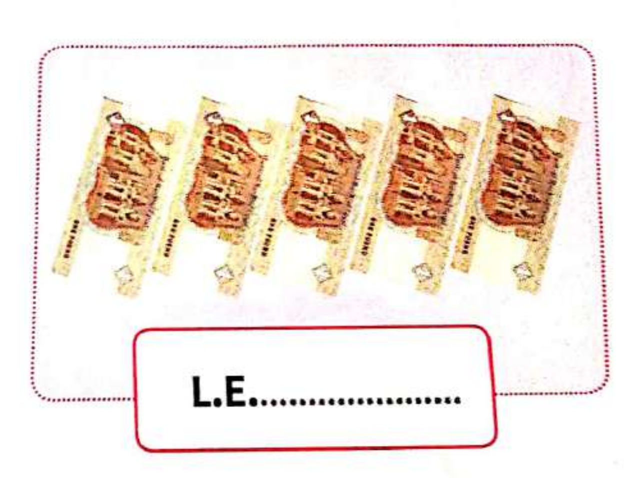
L.E....................



L.E....................



L.E....................



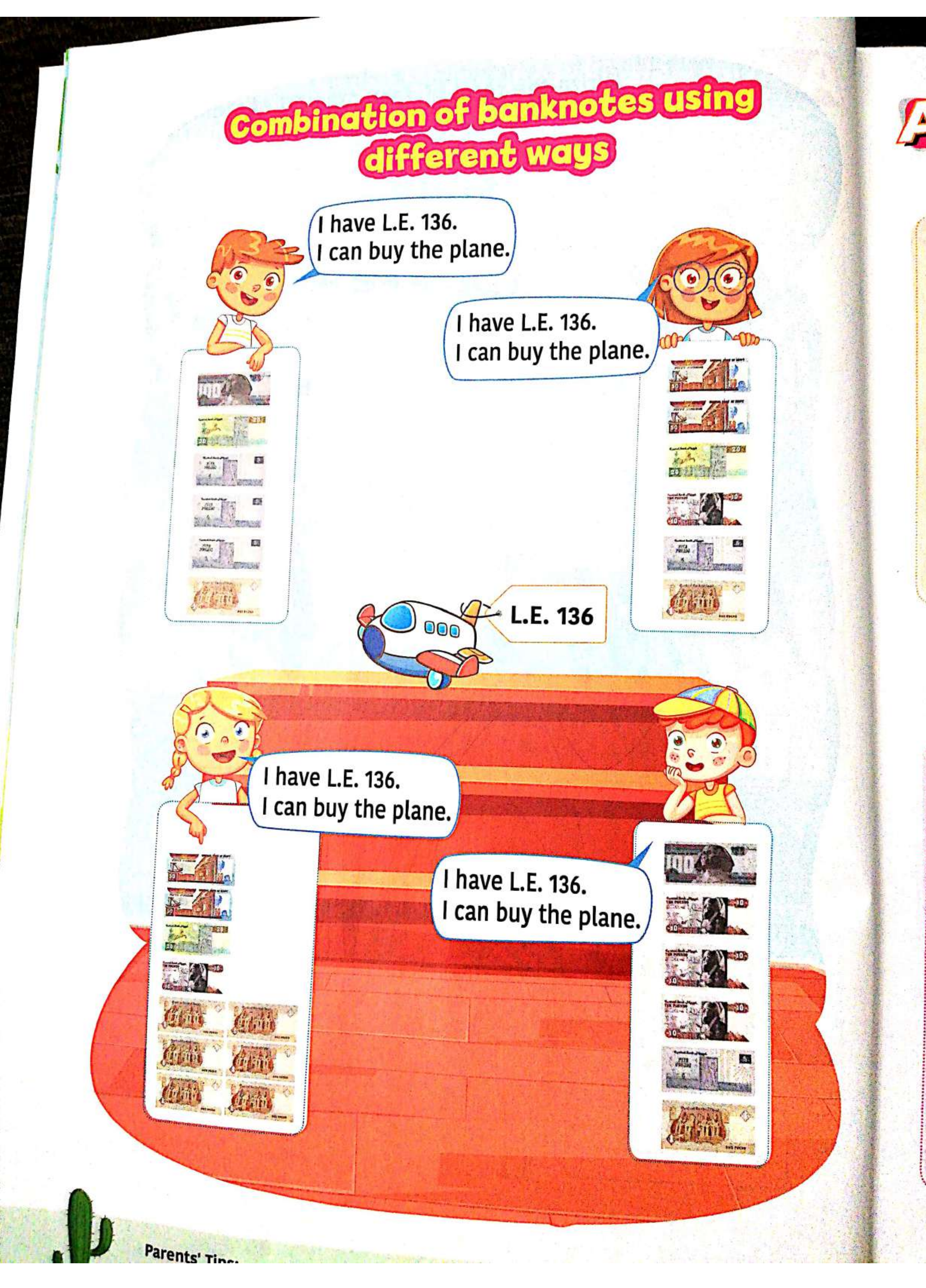
L.E....................



L.E....................

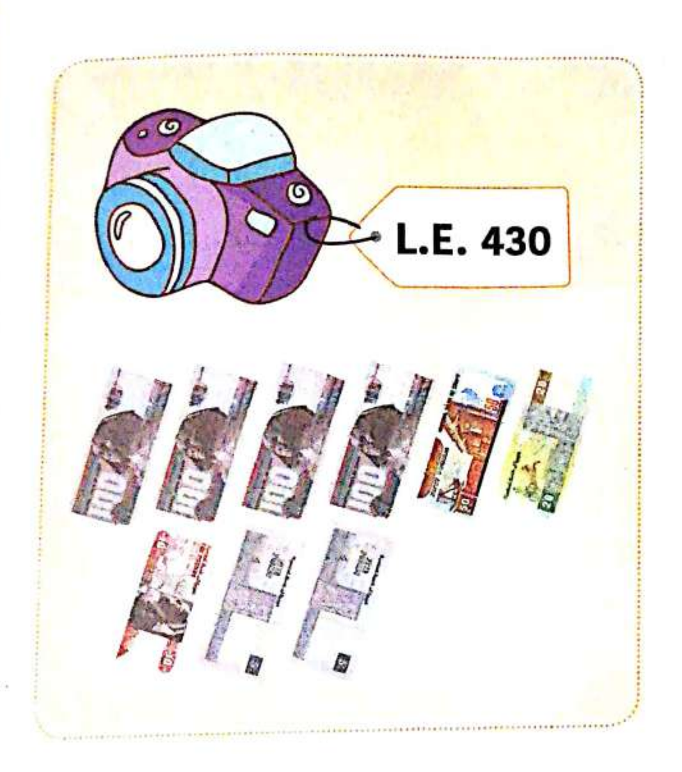


L.E....................

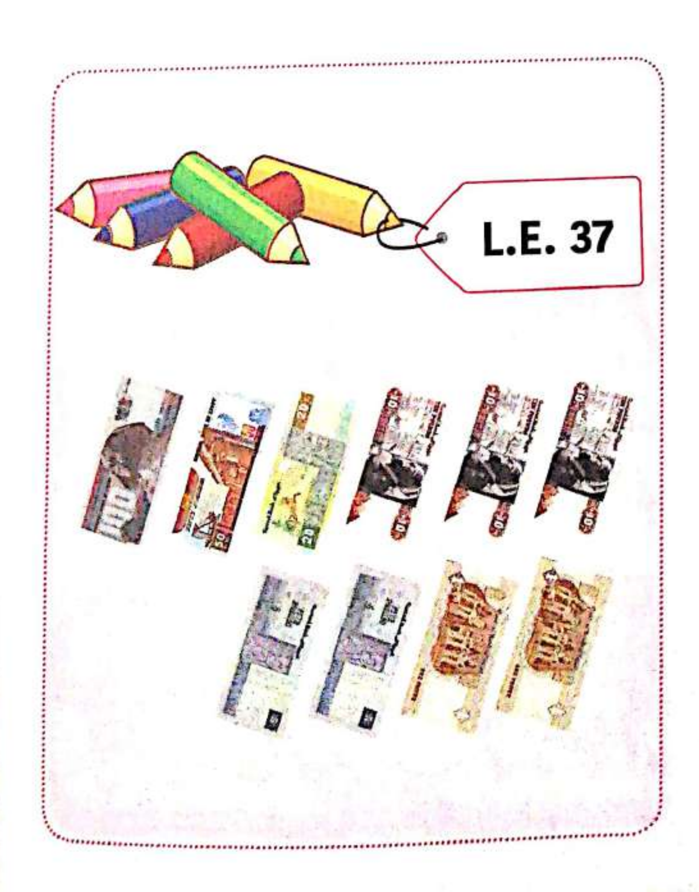

Combination of banknotes using different ways
I have L.E. 136.
I can buy the plane.
I have L.E. 136.
I can buy the plane.
L.E. 136
I have L.E. 136.
I can buy the plane.
I have L.E. 136.
I can buy the plane.
Parents' Tips:



Circle the combination of banknotes that can be used to purchase each item:









Parents' Tips:

- Invite your child to make the combination of some banknotes for buying some objects.




Activity 5
Write the combination of money, then tick (✓) the equal amount in each row as the example:
L.E. 252
L.E. 152
L.E. 252
L.E. 70
L.E. 100
L.E. 160
L.E. 106
Parents' Tips:
• Help your child recognize the equal amounts of money.
20
Activity
L.E. 5



Answer the following questions to make the combination of banknotes used to buy each item as the example:



					
L.E. 5	**L.E. 100**	**L.E. 10**	**L.E. 80**	**L.E. 20**	**L.E. 15**

Show the same amount of L.E. 80 using L.E. 20 notes.



L.E. 80 = L.E. 20, L.E. 20, L.E. 20, L.E. 20

L.E. 80

Show the same amount of L.E. 5 using L.E. 1 notes.



L.E. 5 = ...

L.E. 5

Show the same amount of L.E. 15 using L.E. 5 notes.





L.E. 15 = ...

L.E. 15

Show the same amount of L.E. 20 using L.E. 10 notes.





L.E. 20 = ...

L.E. 20

Show the same amount of L.E. 10 using L.E. 5 notes.



L.E. 10 = ...

L.E. 10

Show the same amount of L.E. 100 using L.E. 50 notes.



L.E. 100 = ...

L.E. 100



Combination of banknotes to create a total amount of money

To create a total amount of money, we can use the 120 chart:



120 chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

First : Count by 10 (10 , 20 , 30 , 40)

Second: Count by 1 (1 , 2 , 3 , 4 , 5)

Third : L.E. 40 + L.E. 5 = L.E. 45



- When we count by 1, we move forward 1 place each time.
- When we count by 10, we simply move down one row each time.



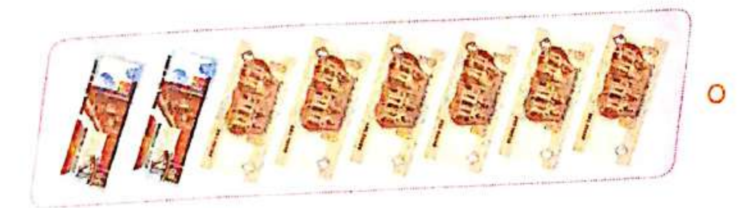
Daily Practice:



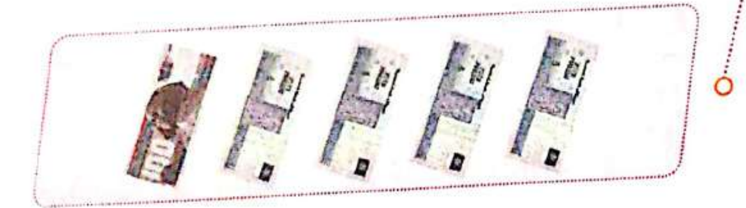
Use 120 chart to add money, then match as the example:



L.E. 120



L.E. 95



L.E. 64



L.E. 106

Parents' Tips:

- Encourage your child to use the 120 chart for adding the total amounts of money.




Activity 8
Tick (✓) the object you can buy according to the money you have each time:
L.E. 35
L.E. 26
✓
I have L.E. 30
L.E. 16
L.E. 25
I have ....
L.E. 40
L.E. 90
I have ....
L.E. 55
L.E. 75
I have ....
L.E. 100
L.E.50
I have ....
Parents' Tips:

L.E. 76

L.E. 70



Color to make equal combination of money as the example:

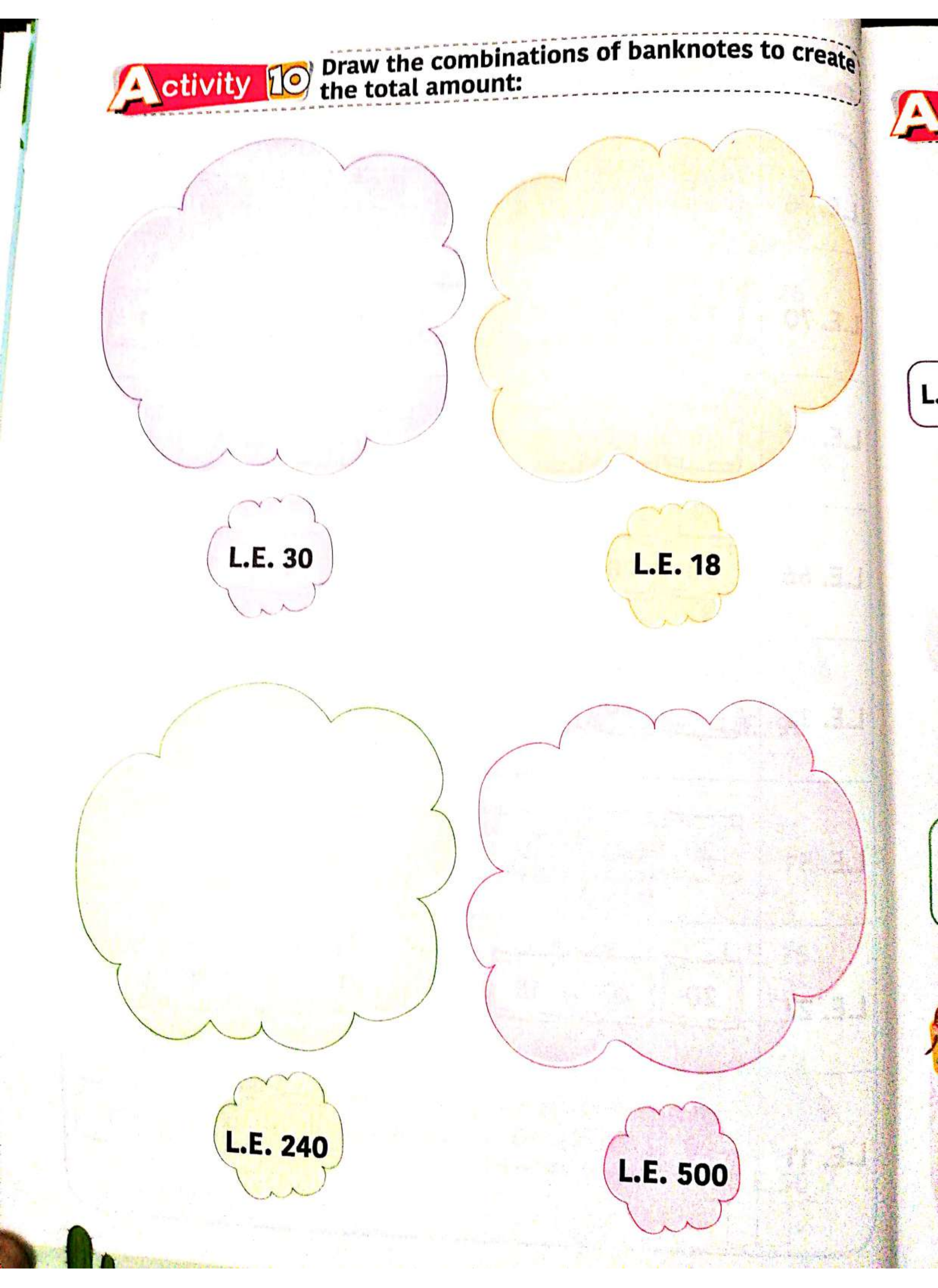
L.E. 76	20	20	10	10	10	5	1	1
L.E. 70	20	20	10	10	10	5	1	1
L.E. 47	20	20	10	10	10	5	1	1
L.E. 66	20	20	10	10	10	5	1	1
L.E. 32	20	20	10	10	10	5	1	1
L.E. 51	20	20	10	10	10	5	1	1
L.E. 27	20	20	10	10	10	5	1	1
L.E. 11	20	20	10	10	10	5	1	1

Parents' Tips:

- Ensure that your child can form equal amounts of money.

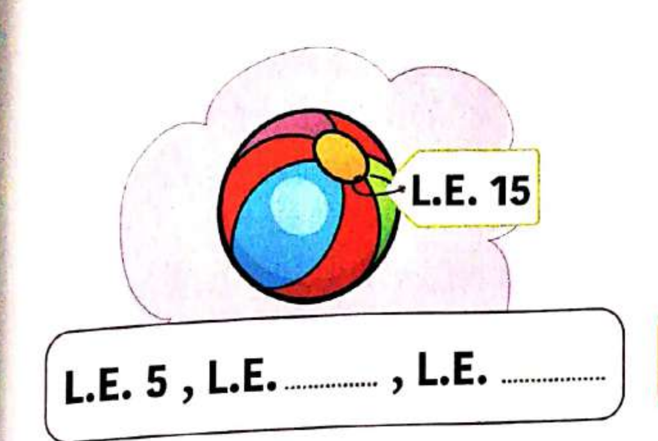


Activity 10 Draw the combinations of banknotes to create the total amount:

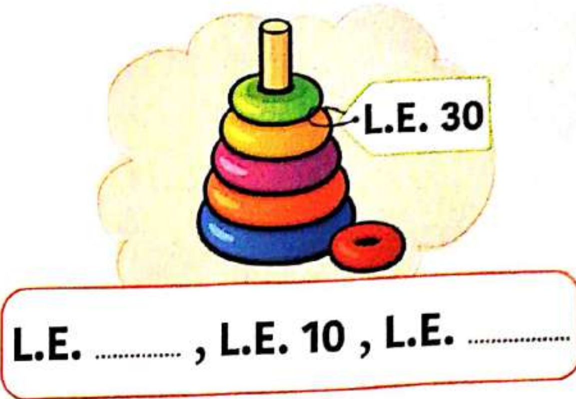




Complete the combination of money which children need to buy each item in the store:



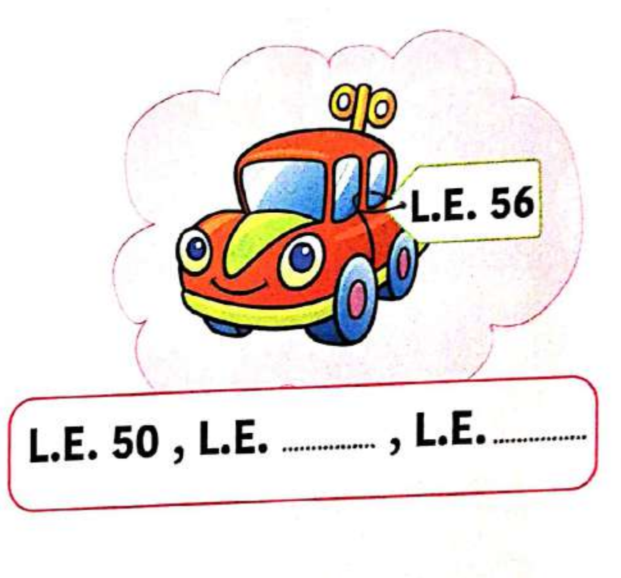
L.E. 5 , L.E. .... , L.E. ....



L.E. .... , L.E. 10 , L.E. ....



L.E. 20 , L.E. .... , L.E. .... ,
L.E. ....



L.E. 50 , L.E. .... , L.E. ....





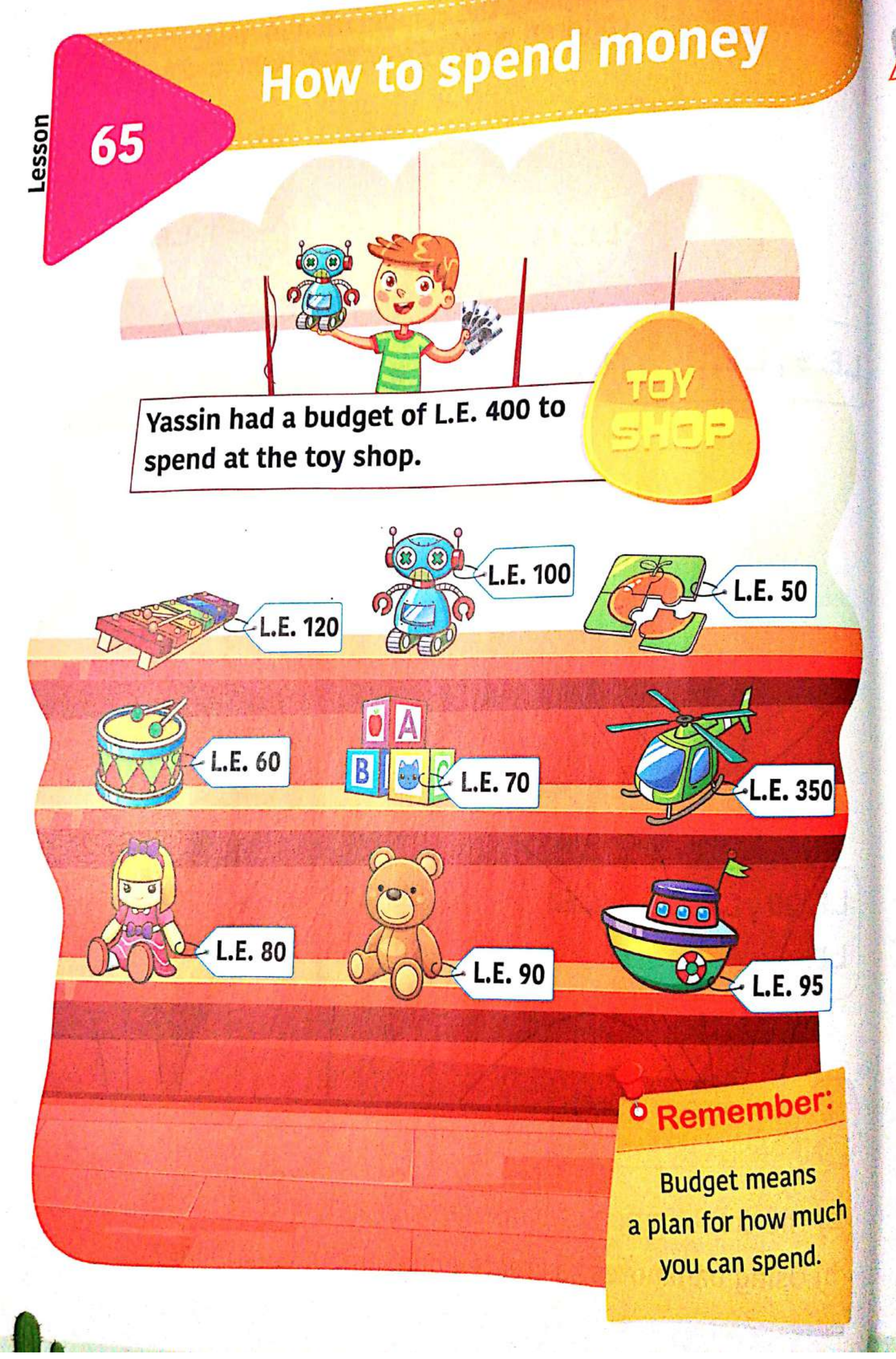
a) The combination of banknotes for amounts of money.

b) Using banknotes to create equal amounts of money.

Parents' Tips:
• Ensure that your child learn the combination of banknotes.



How to spend money



Yassin had a budget of L.E. 400 to spend at the toy shop.

Remember:

Budget means a plan for how much you can spend.



Look at the previous picture and help Yassin to buy toys without going over the budget (L.E. 400):

Item	Price	If you can buy, tick (✓). If you can't buy, tick (✗).	The rest of the budget
	L.E. 100	(✓) still in the budget	L.E. 300
	My budget now is L.E. 300		
	L.E. 350	(✗) out of the budget	L.E. 300
	My budget now is L.E. 300		
	....	....	....
	My budget now is L.E.		
	....	....	....
	My budget now is L.E.		
	....	....	....
	I have L.E. .... left from my budget.		

... total price of some objects and help

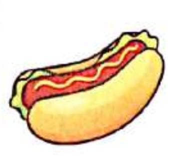


Activity 2 Circle the two items that Sara can buy according to her budget.

L.E. 5 | L.E. 10 | L.E. 15 | L.E. 5 | L.E. 7 | L.E. 95

L.E. 45 | L.E. 85 | L.E. 65 | L.E. 8 | L.E. 5

My budget for breakfast is L.E. 50. Circle the 2 items I can buy.


L.E. 45


L.E. 5


L.E. 85

My budget for lunch is L.E. 100. Circle the 2 items I can buy.

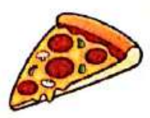

L.E. 85


L.E. 95


L.E. 15

My budget for dinner is L.E. 75. Circle the 2 items I can buy.


L.E. 10


L.E. 65


L.E. 85

Activity 3 Color Yes (😊) or No (☹) according to the budget for each kid:

L.E. 50	L.E. 30	L.E. 25	L.E. 10	L.E. 5

L.E. 18 — and

.... + ... = L.E. ....

L.E. 40 — and

.... + ... = L.E. ....

L.E. 60 — and

.... + ... = L.E. ....





a) The meaning of the budget of money.

b) How to use a budget of money to buy some objects.



Lesson 66

Addition and subtraction story problems



To solve the story problem, we have to figure out whether we should add or subtract to find the answer.

Addition story problems



Ahmed and Mai went to the clothes store.
Ahmed bought a jacket for L.E. 62 and Mai bought a skirt for L.E. 27.
How much money will they pay all together?

L.E. 62 + **L.E.** 27 = **L.E.** 89

We need to add when we found the words:
- All together
- Have in all
- Both have
- Total sum

Second: add the tens place.

First: start adding with ones place.

Tens	Ones
6	2
+ 2	7
8	9



Daily Practice:
- Encourage your child to look at the calendar and ask him/her to draw a circle around today's date.
- Ask your child to tell you the name of today ...



Read and solve:

• Sally saved L.E. 28 this week. Her brother Ali saved L.E. 51 too.

How much money do both of them have now?



They both have = L.E. .... + L.E. .... = L.E. ....

• Nancy bought a bag for L.E. 52 and a pair of shoes for L.E. 33.

How much money will she pay in all?



She will pay in all = L.E. .... + L.E. .... = L.E. ....



Parents' Tips:

• Encourage your child to solve some story problems about addition.

Subtraction story problems

- Adham had L.E. 58. He bought a toy for L.E. 32. How much money was left with him?

Remember:
We have to figure out whether we should add or subtract to find the answer.



L.E. 58 − L.E. 32 = L.E. 26

We need to subtract when we found the words:
- Left with
- The rest
- The remainder

Second: subtract the tens place.

First: start subtracting ones place.

Tens	Ones
5	8
− 3	2
2	6



Read and solve:

- Sara had L.E. 89 in her purse, she gave her brother L.E. 27. How much money was left with her?



The money left with her = L.E. .... - L.E. .... = L.E. ....

- Amar's father gave him L.E. 45 to buy a sandwich, he bought a sandwich for L.E. 25. How much money remained with him?



The remainder with Amar = L.E. .... - L.E. .... = L.E. ....





a) How to use addition and subtraction to solve story problems.

b) How to solve story problems in addition and subtraction.



Parents' Tips: ... story problems using addition and subtraction.

Hundreds Tens Ones

L.E. 2 3 5

- To build L.E. 235 on the place value/money mat.
- We will work with money but only L.E. 1 , L.E. 10 and L.E. 100

Place value/money mat

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100, 100	10, 10, 10	1, 1, 1, 1, 1
2	3	5

First : Represent how many L.E. 1 in the ones place 5.

Second: Represent how many L.E. 10 in the tens place 3.

Third : Collect how many L.E. 100 in the hundreds place 2.

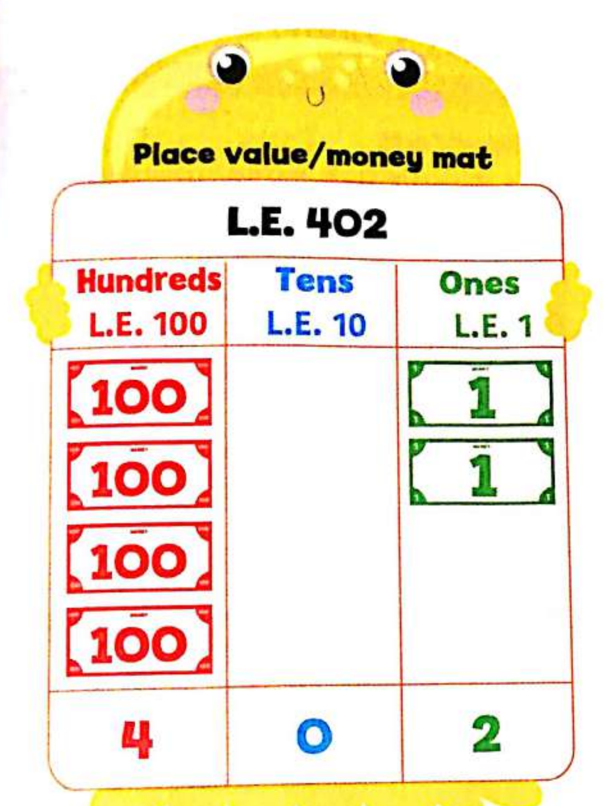


Parents' Tips:

- Invite your child to count the number of days he/she spent in school and ask him/her to draw a circle around the total number in the 120 chart.
- Ask your child to tell you the name of today ...

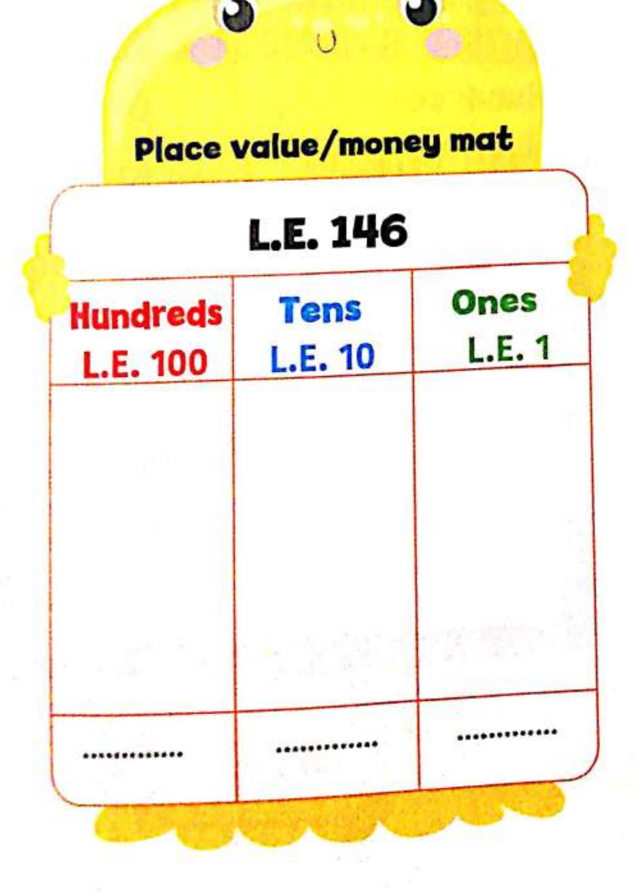


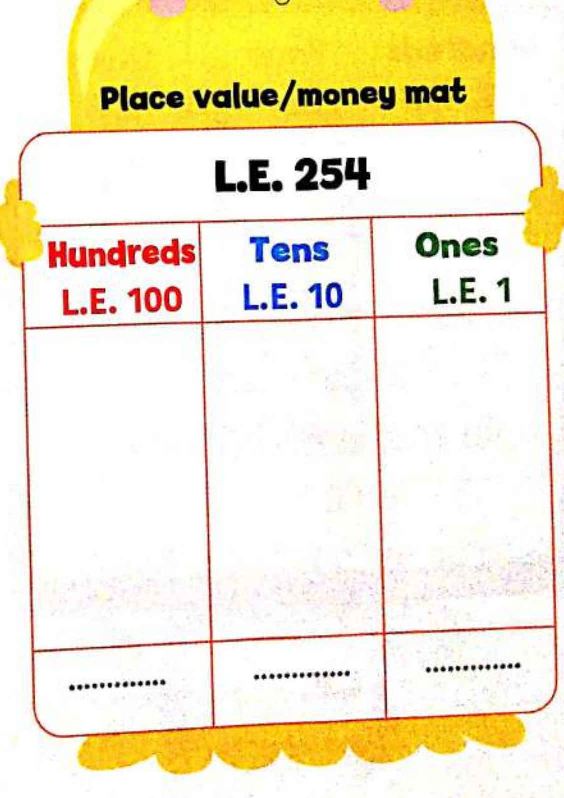
Build the following amounts of money on the place value/money mat:



Place value/money mat

L.E. 310		
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
....	....	....





...ing the place value/money mat.



Write the amount of money according to the place value/money mat:

Place value/money mat

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100, 100, 100	10	1, 1
3	1	2

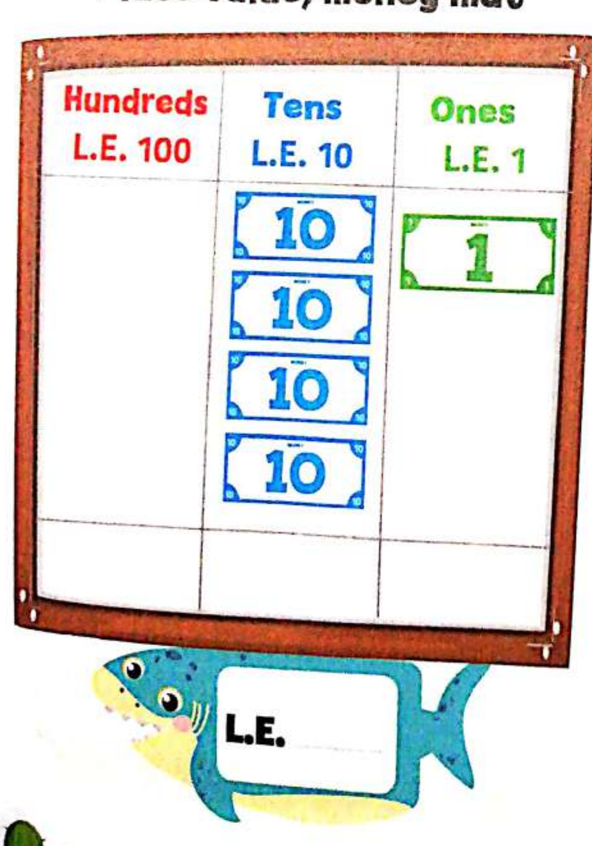
L.E. 312

Place value/money mat

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100	10, 10, 10	

L.E. ....

Place value/money mat



Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
	10, 10, 10, 10	1

L.E. ....

Place value/money mat

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100		1, 1, 1, 1, 1

L.E. ....

Parents' Tips:

- Help your child to use the pla...

Adding amounts of money without regrouping

We can add L.E. 134 + L.E. 211 using the place value/money mat.

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100	10, 10, 10	1, 1, 1, 1
1	3	4

+

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100, 100	10	1
2	1	1

=

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
100, 100, 100	10, 10, 10, 10	1, 1, 1, 1, 1
3	4	5

First : Add banknotes in the ones place L.E. 4 + L.E. 1 = L.E. 5

Second: Add banknotes in the tens place L.E. 30 + L.E. 10 = L.E. 40

Third : Add banknotes in the hundreds place L.E. 100 + L.E. 200 = L.E. 300

The result will be L.E. 3 4 5 (H T O)

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1
2	1	1
+ 1	3	4
3	4	5

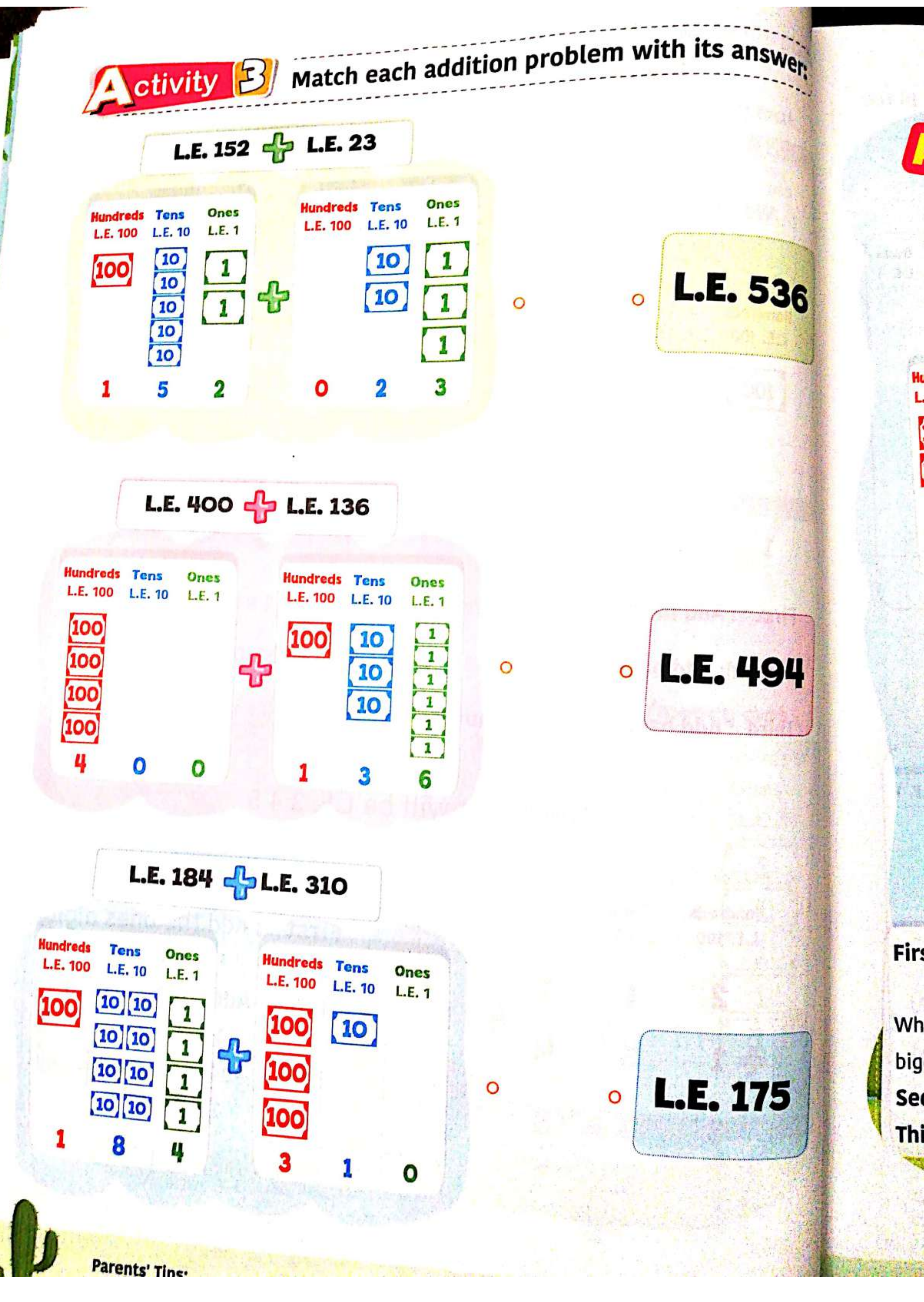
First : Add the ones digit
1 + 4 = 5

Second: Add the tens digit
1 + 3 = 4

Third : Add the hundreds digit
2 + 1 = 3

... don't need regrouping using the place

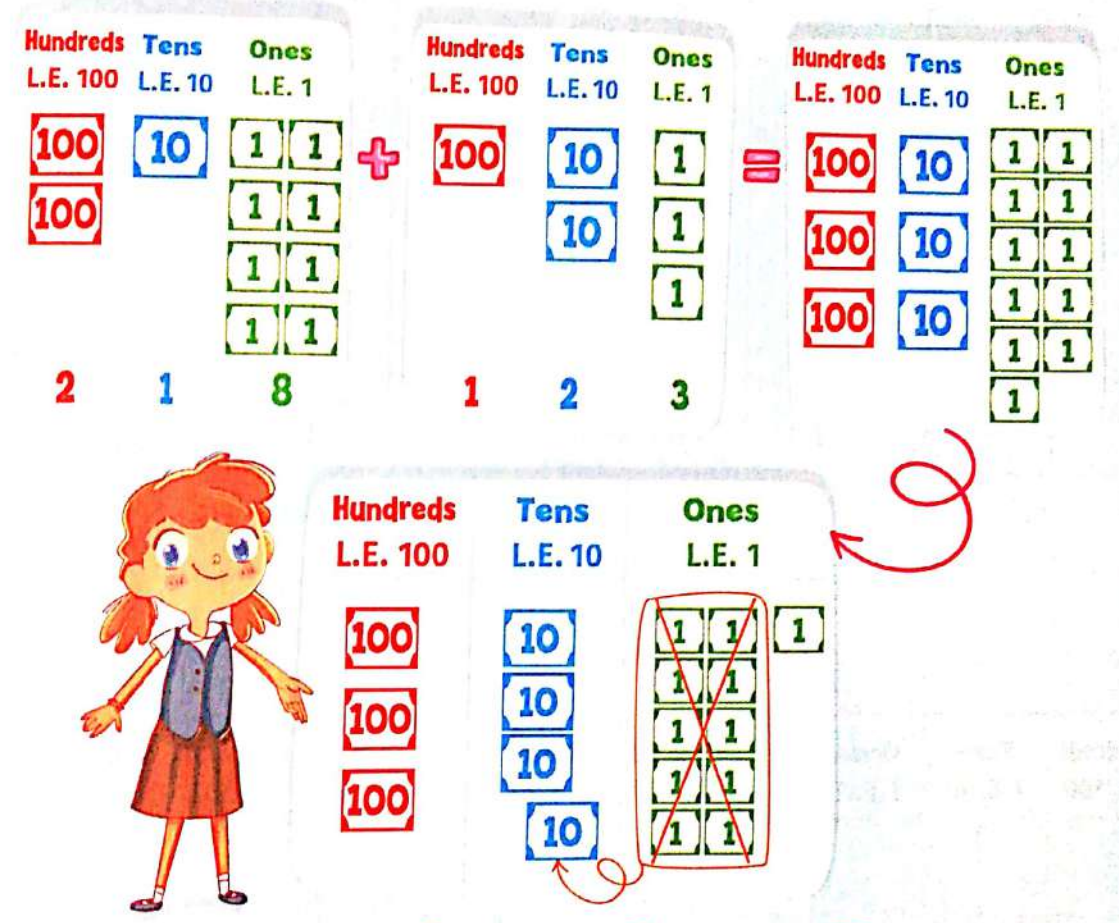




Activity 3
Match each addition problem with its answer.
L.E. 152 + L.E. 23
Hundreds L.E. 100
Tens L.E. 10
Ones L.E. 1
1 5 2
0 2 3
L.E. 536
L.E. 400 + L.E. 136
4 0 0
1 3 6
L.E. 494
L.E. 184 + L.E. 310
1 8 4
3 1 0
L.E. 175
Parents' Tips:

Adding amounts of money with regrouping ones

We can add L.E. 218 + L.E. 123 = L.E. 341



L.E. 300 + L.E. 40 + L.E. 1 = L.E. 341

First: We add banknotes in the ones place

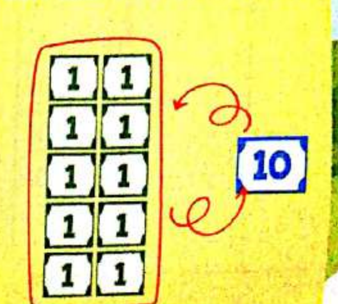
8 + 3 = L.E. 11

When the sum of the banknotes in the ones place is biggger than L.E. 9, we regroup ten L.E. 1 as one L.E. 10

Second: We add banknotes in the tens place

Third: We add banknotes in the hundreds place

We regroup ten L.E. 1 as one L.E. 10





Solve the following problems using the place value/money mat:

L.E. 136 + L.E. 215 = ...

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

\+

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

=

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

L.E. 382 + L.E. 109 = ...

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

\+

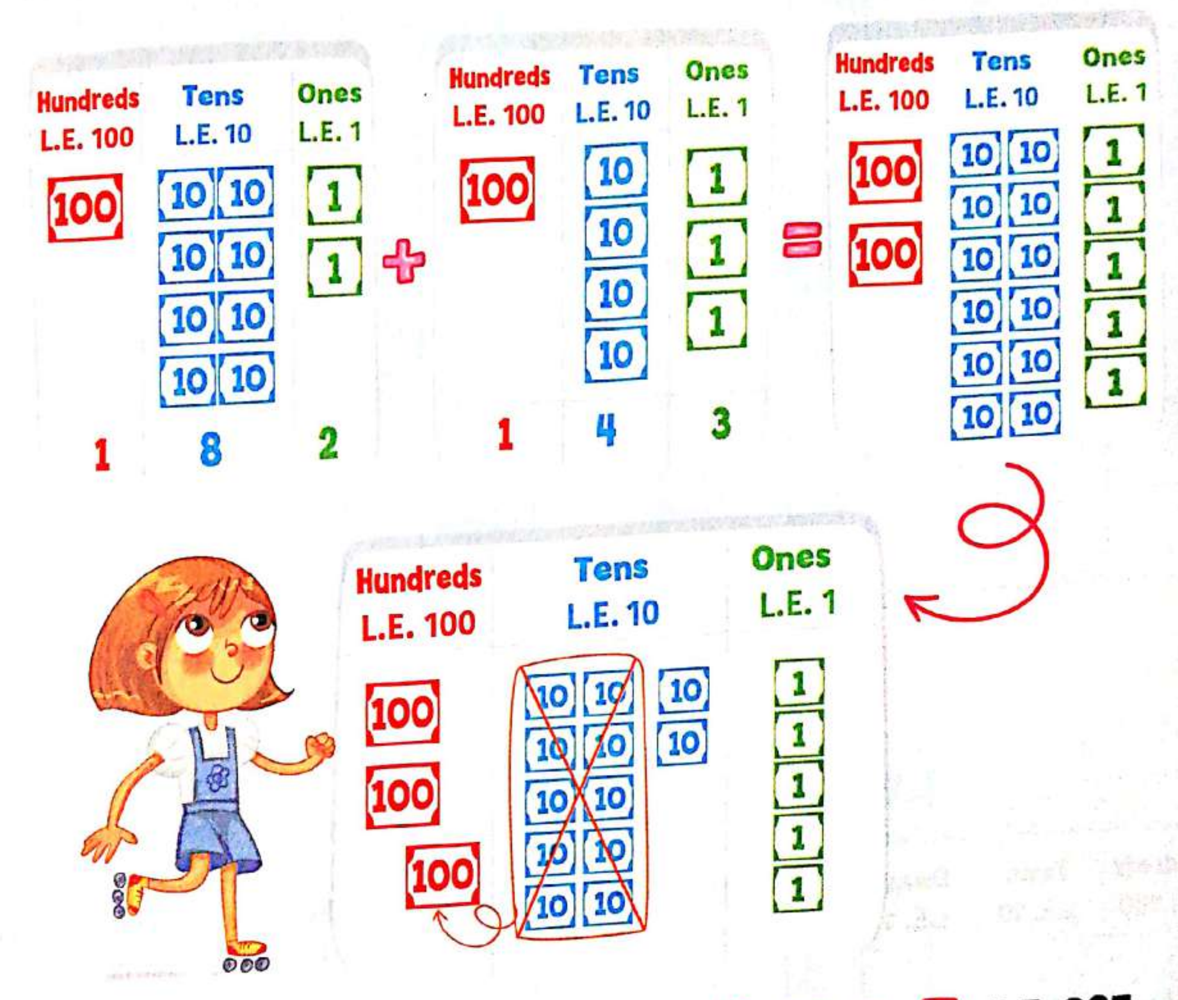
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

=

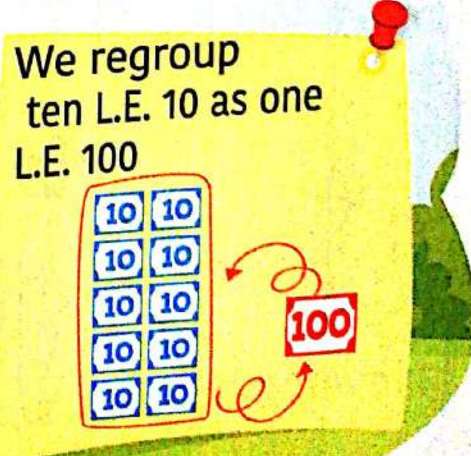
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

Adding amounts of money with regrouping tens

We can add L.E. 182 + L.E. 143 = L.E. 325



L.E. 300 + L.E. 20 + L.E. 5 = L.E. 325



When the sum of banknotes in the tens place is bigger than L.E. 90, we regroup ten L.E. 10 as one L.E. 100





L.E. 375 + L.E. 450 = ...

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

+

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

=

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

L.E. 120 + L.E. 293 = ...

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

+

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

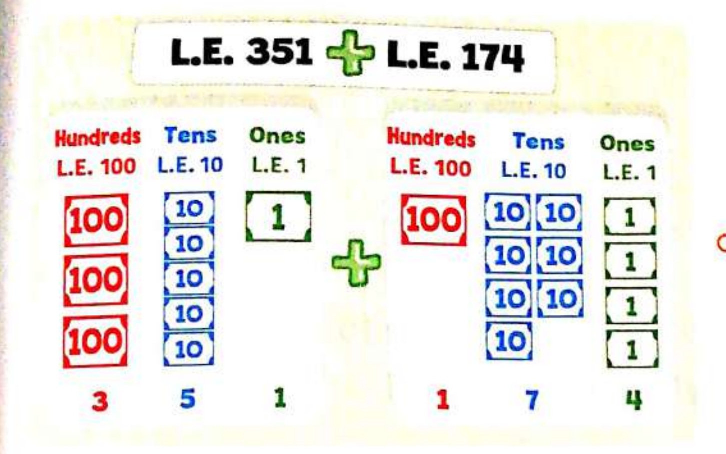
=

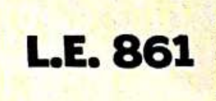
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1



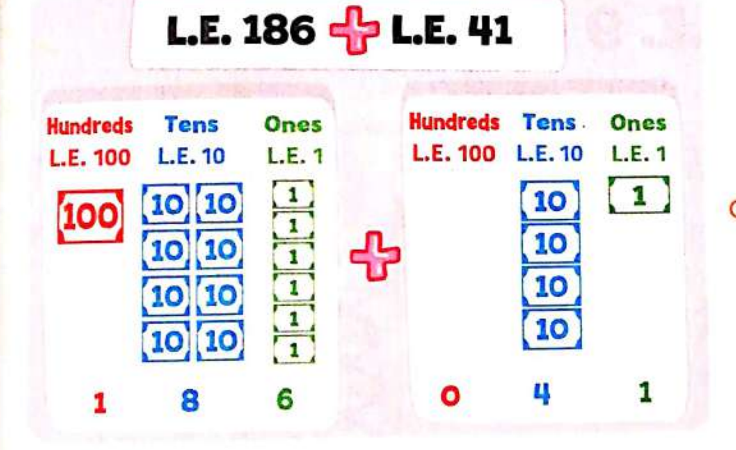
Add and match:

L.E. 351 + L.E. 174



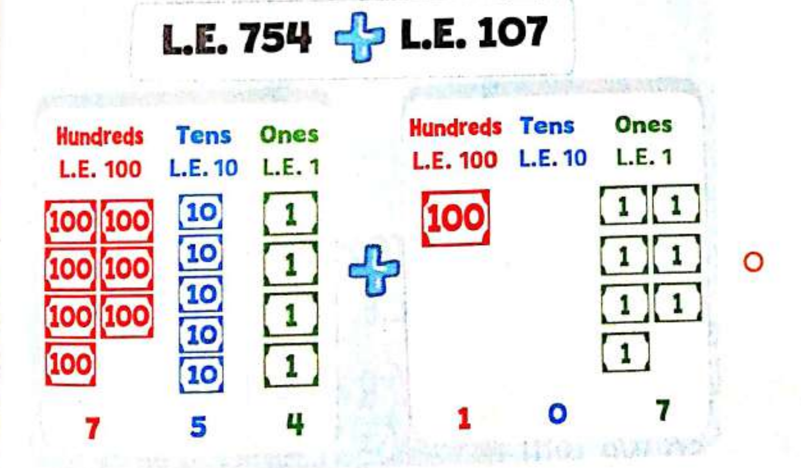


L.E. 186 + L.E. 41





L.E. 754 + L.E. 107









- Solving money addition problems with and without regrouping using the place value/money mat.



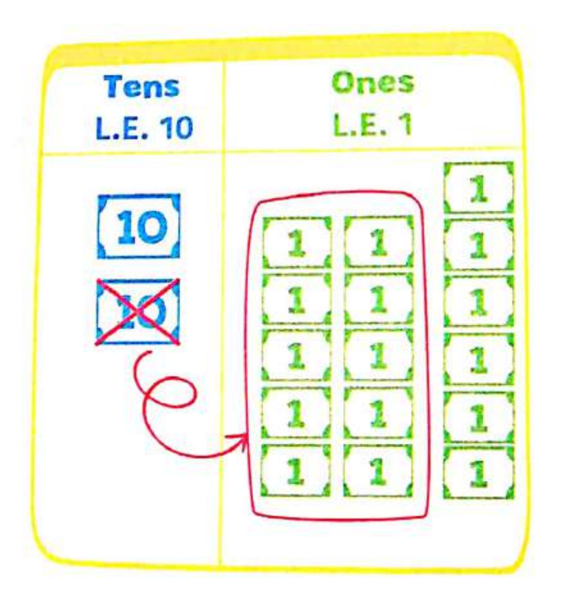


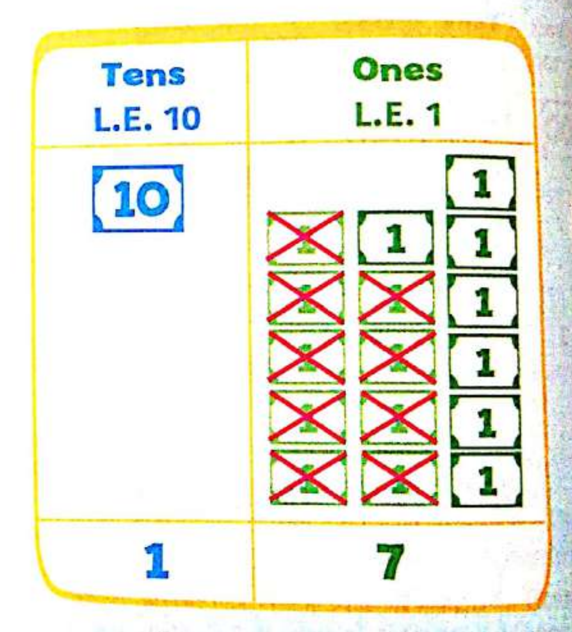
Subtraction with regrouping



Rana has L.E. 26. She wants to buy a chocolate for L.E. 9.
How much money was left with her?

L.E. 26 − L.E. 9 = L.E. 17

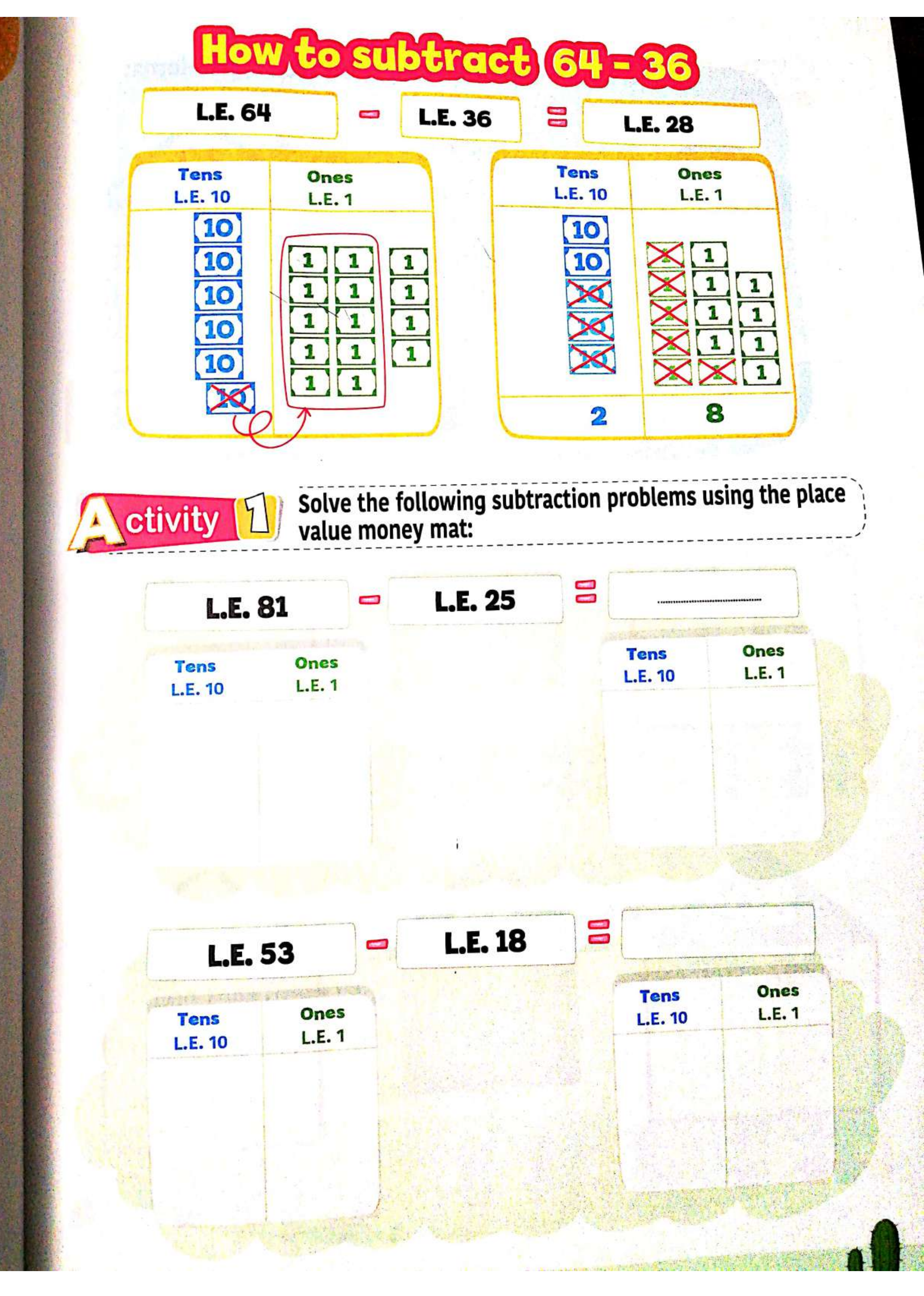




When we subtract the ones place we found that there isn't enough ones to take away L.E. 9 from L.E. 6, so we will regroup one L.E. 10 into ten L.E. 1.

We regroup oneL.E. 10 as ten L.E. 1

How to subtract 64 - 36



Activity 1 Solve the following subtraction problems using the place value money mat:

L.E. 81 - L.E. 25 = ...

Tens L.E. 10	Ones L.E. 1

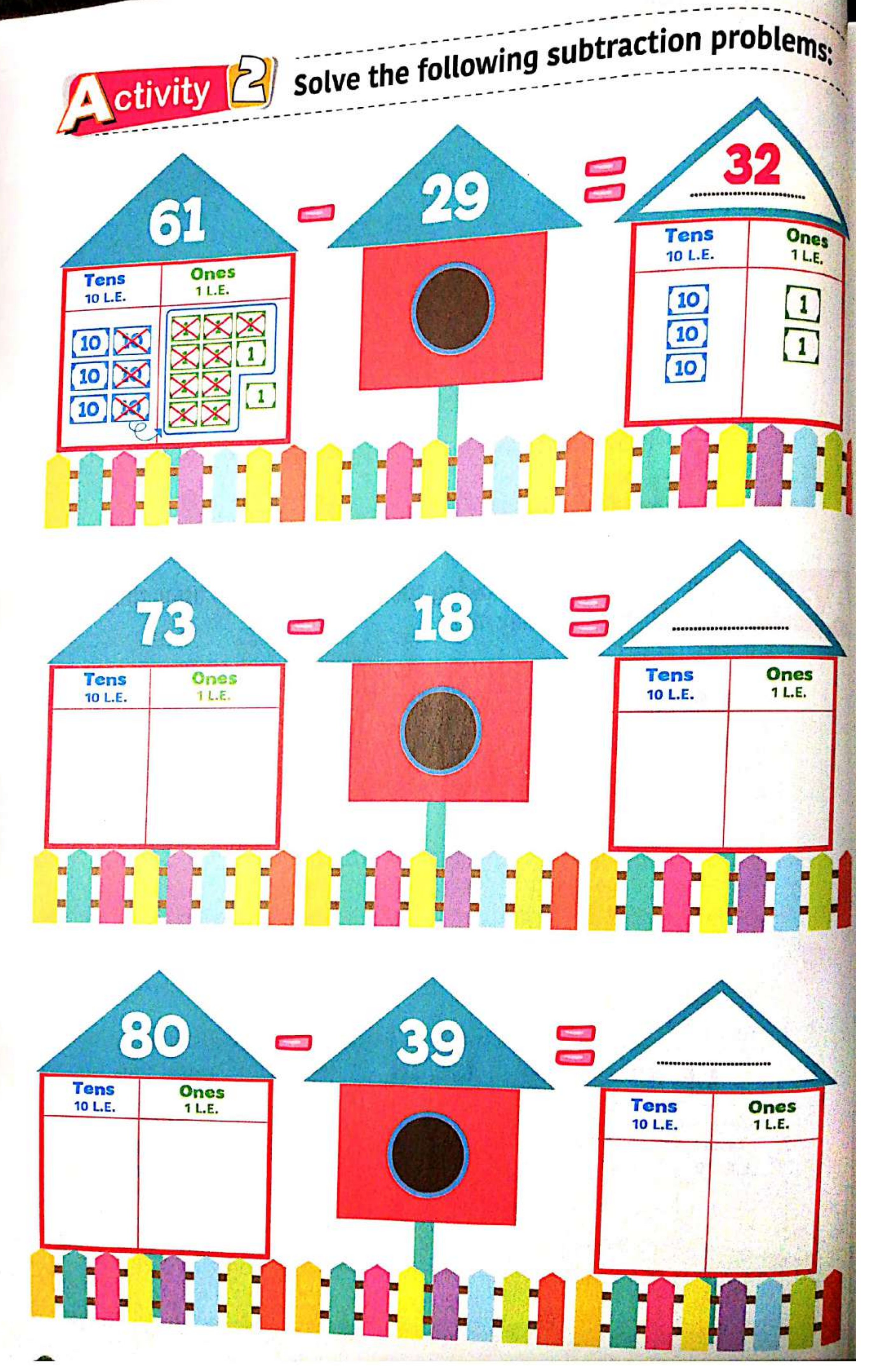
Tens L.E. 10	Ones L.E. 1

L.E. 53 - L.E. 18 =

Tens L.E. 10	Ones L.E. 1

Tens L.E. 10	Ones L.E. 1

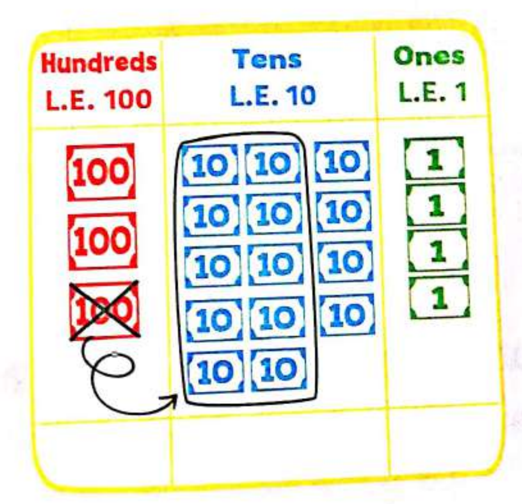
Activity 2 Solve the following subtraction problems:

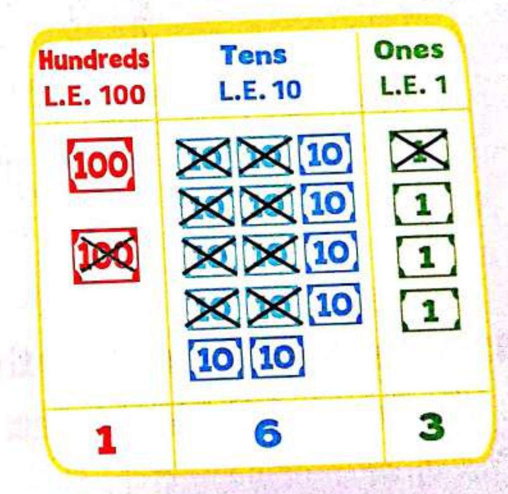




Zina saved L.E. 344. She wants to buy a pair of shoes for L.E. 181. **How much money will be left with her?**

L.E. 344 − L.E. 181 = L.E. 163





When we subtract the tens place, we found that there isn't enough tens to take away L.E. 80 from L.E. 40, so we will regroup one L.E. 100 into ten L.E. 10.





Solve th following subtraction problems:

- Khaled had L.E. 718. He bought a scooter for L.E. 291. How much mo
left with him?



....

- Marwa has L.E. 962. She went to the clothes shop. Marwa bought a d
for L.E. 358. How much money left with her?



....



Solve the following problems:

- Alya and Jasmine went to the market, they bought some milk for L.E. 24 and some meat for L.E. 57. How much money did they pay in all?



....

- On Sally's birthday, her grandmother gave her L.E. 382 and her grandfather gave her L.E. 143. How much money did Sally have now?



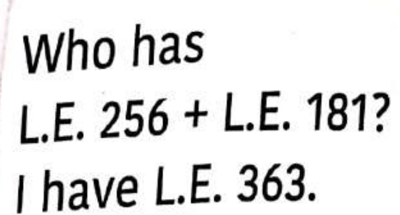
....



Match:



I have L.E. 321 + L.E. 192.
Who has L.E. 725?



Who has
L.E. 256 + L.E. 181?
I have L.E. 363.



I have L.E. 853 – L.E. 238.
Who has L.E. 352?



Who has
L.E. 582 + L.E. 143?
I have L.E. 513.



I have L.E. 129 + L.E. 234.
Who has L.E. 437?

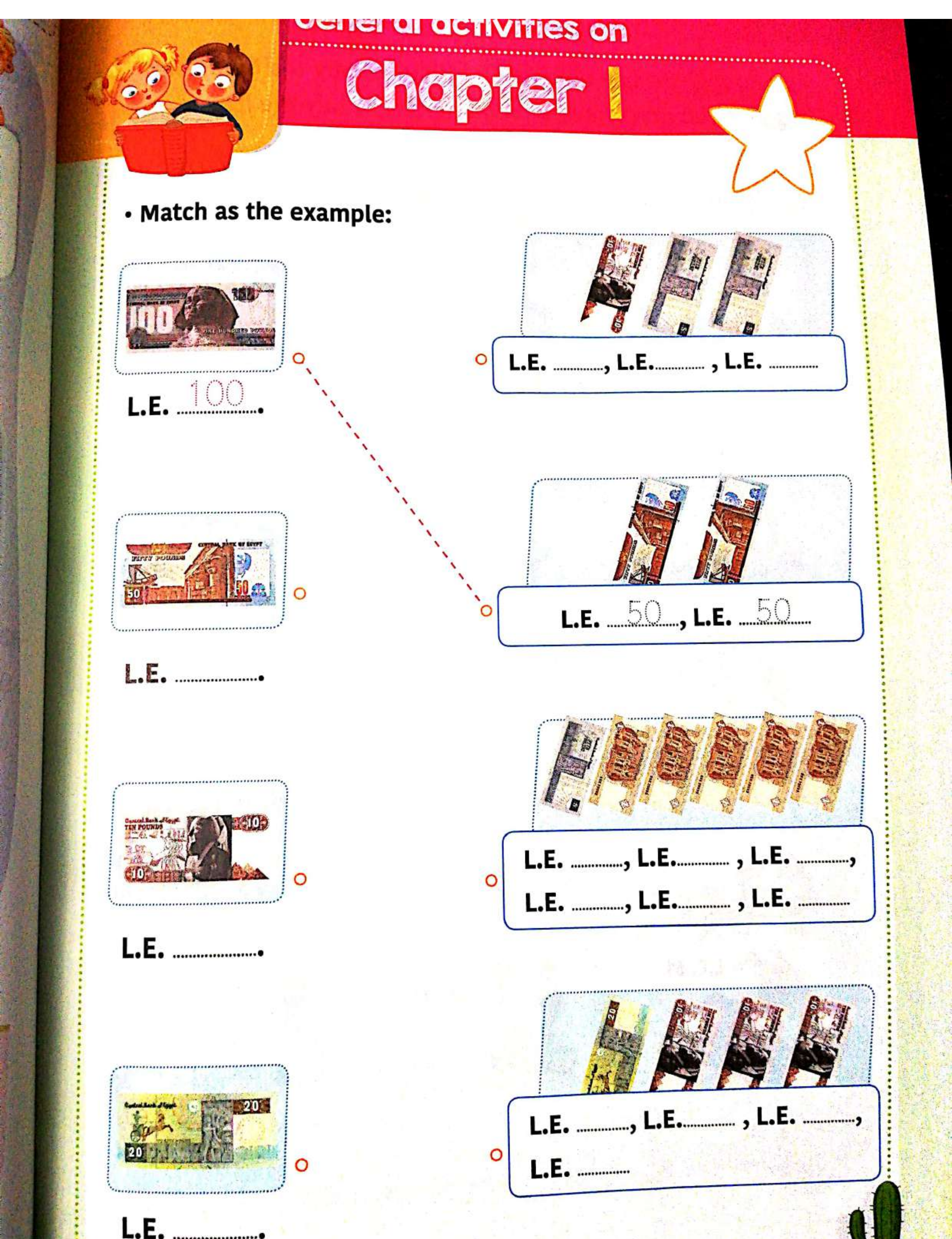


Who has
L.E. 536 - L.E. 184?
I have L.E. 615.



- Solving money addition and subtraction story problems using the place value money mat.

Chapter 1



• **Match as the example:**

L.E. 100.

L.E. ...., L.E. ...., L.E. ....

L.E. 50, L.E. 50

L.E. ....

L.E. ...., L.E. ...., L.E. ....,
L.E. ...., L.E. ...., L.E. ....

L.E. ....

L.E. ...., L.E. ...., L.E. ....,
L.E. ....

L.E. ....

• Draw (🙂) for ... if you have enough money to buy the item:
(☹) if you don't have enough money to buy the item:



• Comp

• Complete to form an equal amount of money:

= L.E. ....

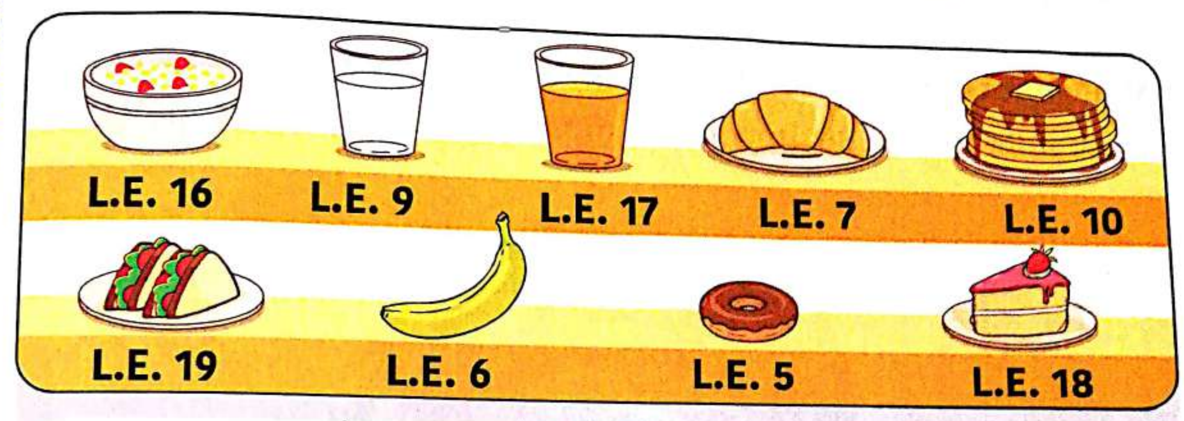
= L.E. ....

= L.E. ....

= L.E. ....


• Color the object you can buy accor
have in each purse:
L.E. ....
L.E. 80
L.E. 180
L.E. 100
L.E. ....
L.E. 5
L.E. 100
L.E. 16
L.E. ....
L.E. 180
L.E. 300
L.E. 120
L.E. ....
L.E. 5
L.E. 70
L.E. 15
L.E. ....
L.E. 10
L.E. 20
L.E. 25
•If Ka

•If Karim has a budget of L.E. 89, help him to have breakfast:



Items	Price	If he can buy, tick (✓). If he can't buy, tick (✗).	The rest of the budget
	L.E. 35	✓	L.E. 54

• **Solve the following story problems:**

- Mai went to the market. She bought some juice for L.E. 25 and some milk for L.E. 38, how much money did she spend in all?



....

- Sally saved L.E. 720, she bought a dress for L.E. 180, how much money was left with her?



• **Solve the following problems using the place value/money mat:**

L.E. 276 + L.E. 351 = ...

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

+

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

=

Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

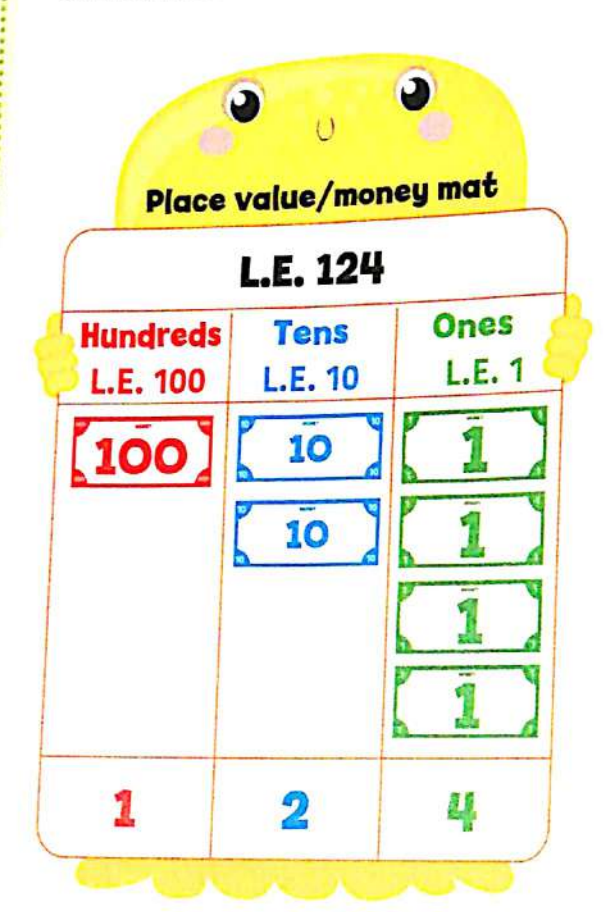
L.E. 523 - L.E. 181 = ...

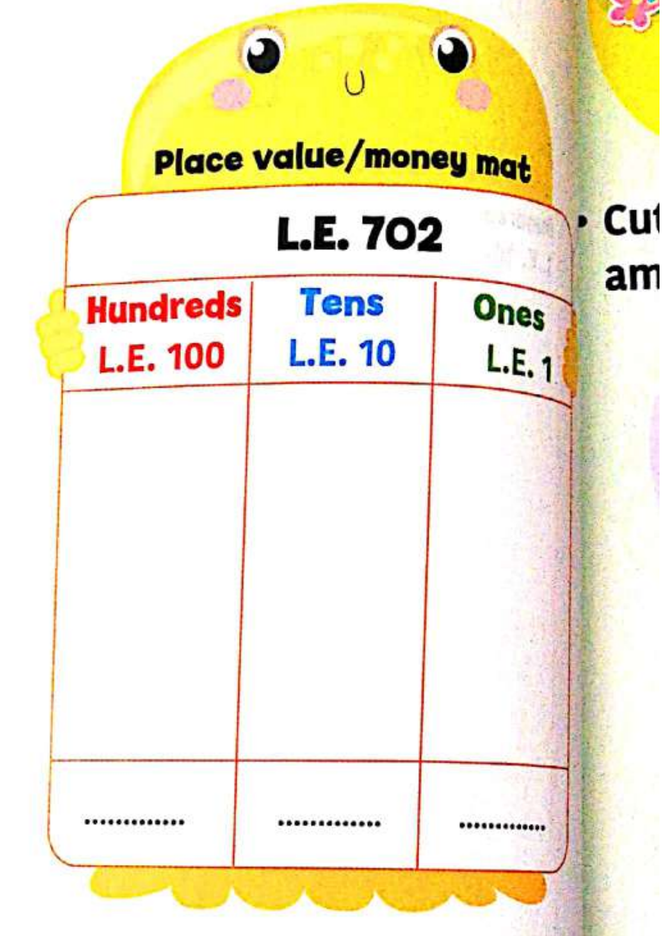
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

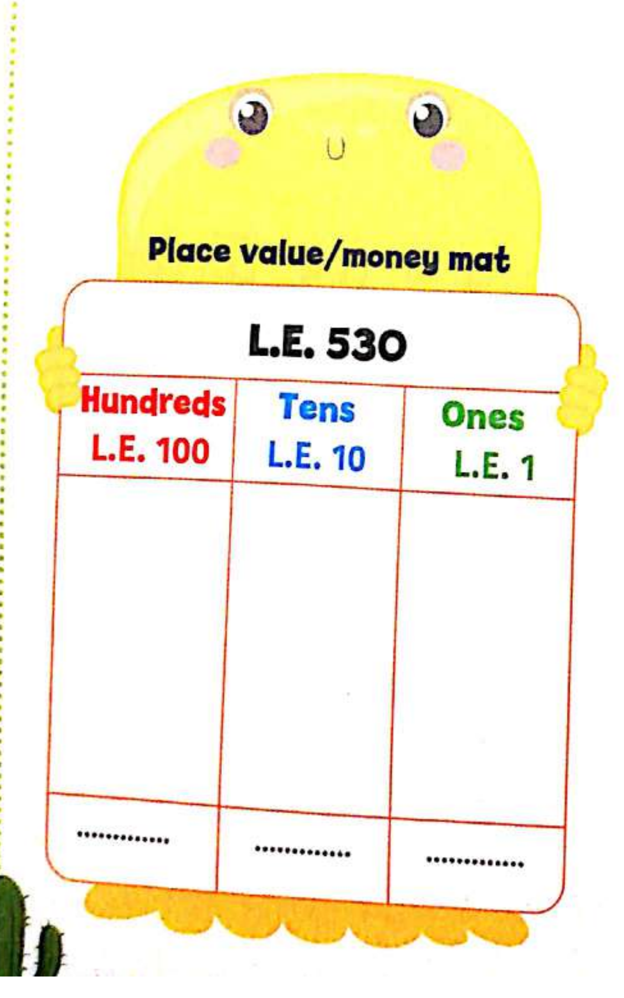
=

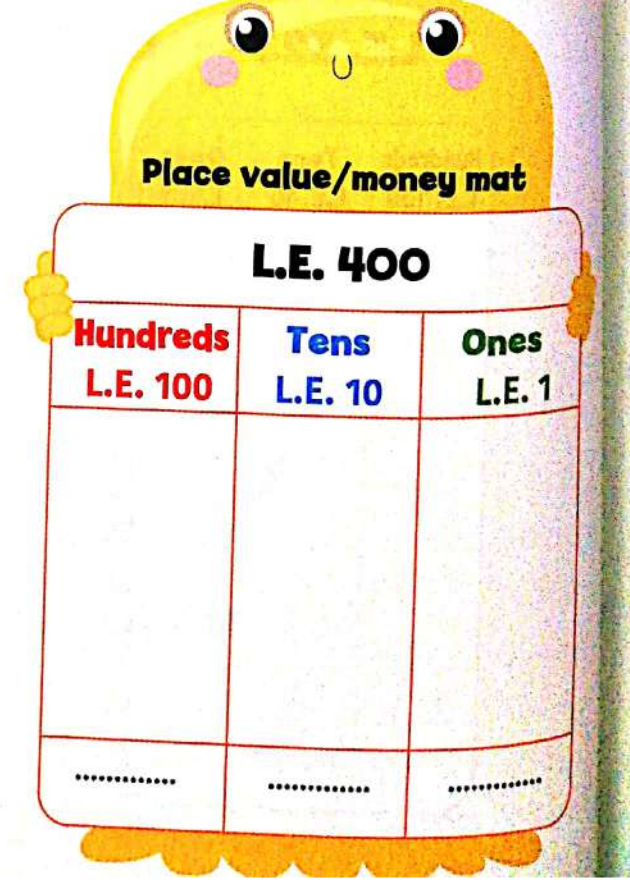
Hundreds L.E. 100	Tens L.E. 10	Ones L.E. 1

• Use the following place value/money mat to build the amounts of money:

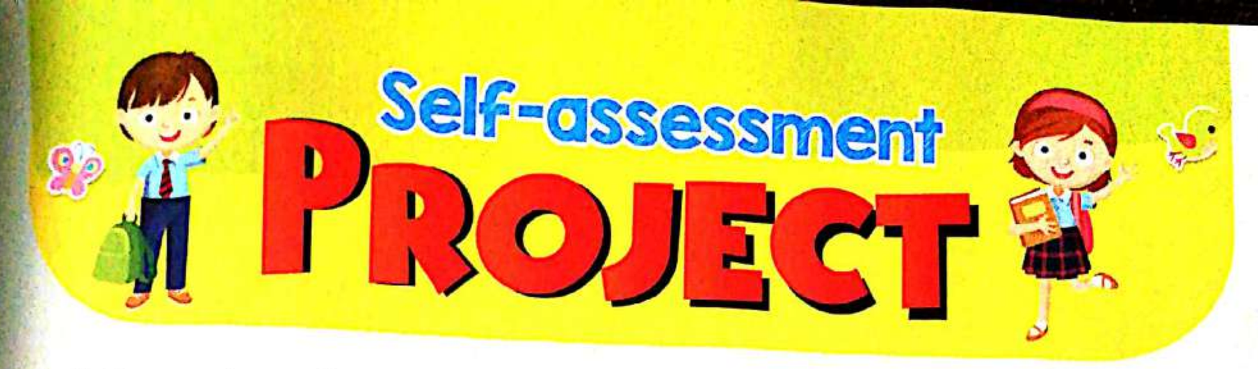








• Cu
am



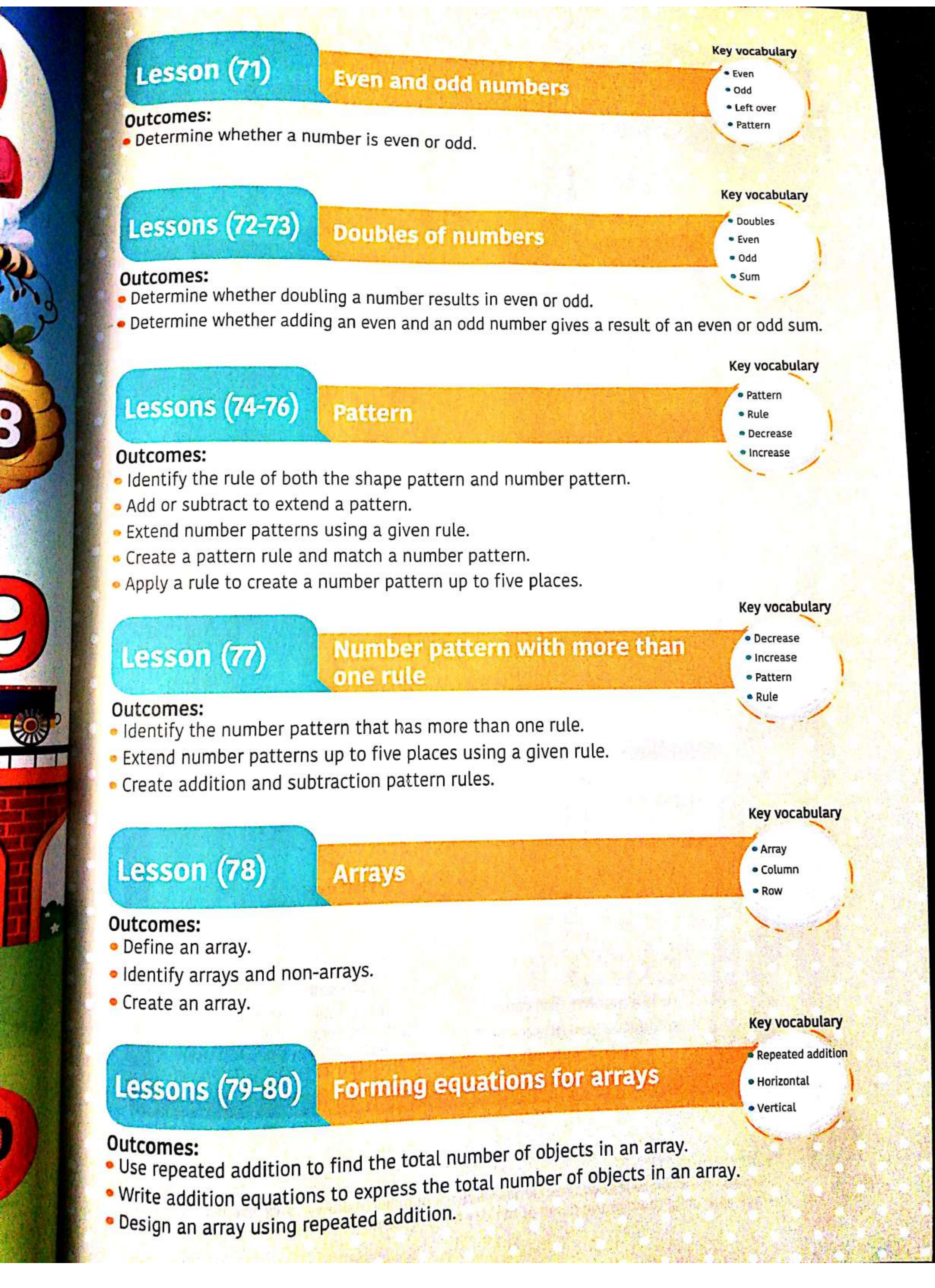
• Cut the price of each toy and paste it according to the given amount of money beside each toy:

L.E. 50
L.E. 120
L.E. 81
L.E. 15
L.E. 100
L.E. 63
L.E. 70
L.E. 30

Outcome:

I can use the place value money mat to add and subtract money in my daily life.


Chapter 2
0
2
4
6
8
1
3
5
7
9
10
20
30
40
50
Outcomes:
Determine
Outcomes:
Determine
Determine
Identify
Add or
Extend
Create
Apply



Lesson (71) Even and odd numbers

Key vocabulary
- Even
- Odd
- Left over
- Pattern

Outcomes:
- Determine whether a number is even or odd.

Lessons (72-73) Doubles of numbers

Key vocabulary
- Doubles
- Even
- Odd
- Sum

Outcomes:
- Determine whether doubling a number results in even or odd.
- Determine whether adding an even and an odd number gives a result of an even or odd sum.

Lessons (74-76) Pattern

Key vocabulary
- Pattern
- Rule
- Decrease
- Increase

Outcomes:
- Identify the rule of both the shape pattern and number pattern.
- Add or subtract to extend a pattern.
- Extend number patterns using a given rule.
- Create a pattern rule and match a number pattern.
- Apply a rule to create a number pattern up to five places.

Lesson (77) Number pattern with more than one rule

Key vocabulary
- Decrease
- Increase
- Pattern
- Rule

Outcomes:
- Identify the number pattern that has more than one rule.
- Extend number patterns up to five places using a given rule.
- Create addition and subtraction pattern rules.

Lesson (78) Arrays

Key vocabulary
- Array
- Column
- Row

Outcomes:
- Define an array.
- Identify arrays and non-arrays.
- Create an array.

Lessons (79-80) Forming equations for arrays

Key vocabulary
- Repeated addition
- Horizontal
- Vertical

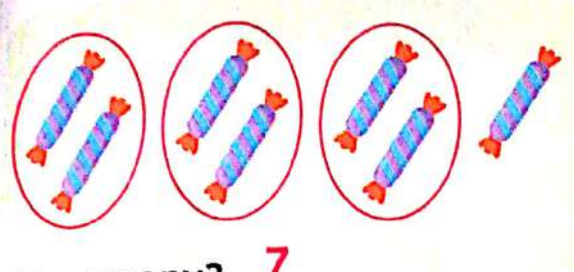
Outcomes:
- Use repeated addition to find the total number of objects in an array.
- Write addition equations to express the total number of objects in an array.
- Design an array using repeated addition.



1
I am left alone.
I have a partner.
2
I have a partner.
3
I am left alone.
I have a partner.
4
I have a partner.
Even number
4
6
it is a number that can be split into equal groups such as (2, 4, 6, 8, 10).
Odd number
3
1 left over
5
1 left over
it is a number that can't be split into equal groups, because there is always one left over such as (1 , 3 , 5 , 7 , 9).
How
Is it
Ho
Is

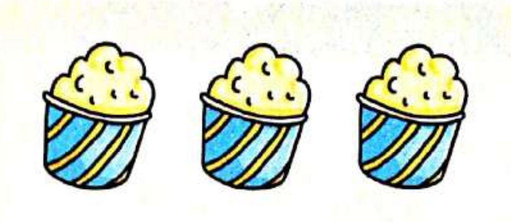


Count, then write even or odd, then tick (✓) if there is one left over as the example:



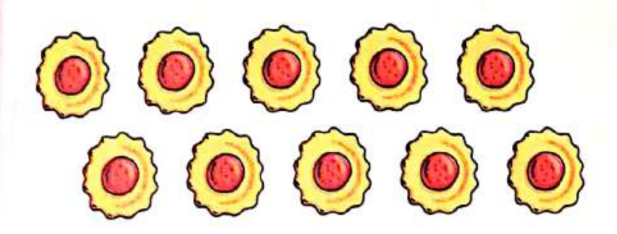
How many? 7

Is it even or odd? Odd 



How many? ....

Is it even or odd? ....



How many? ....

Is it even or odd? ....



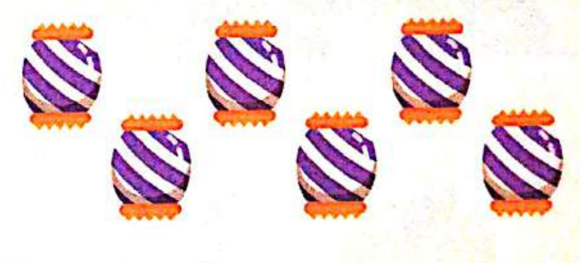
How many? ....

Is it even or odd? ....



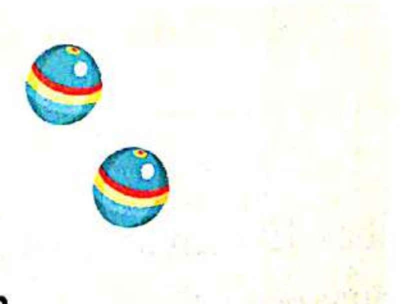
How many? ....

Is it even or odd? ....



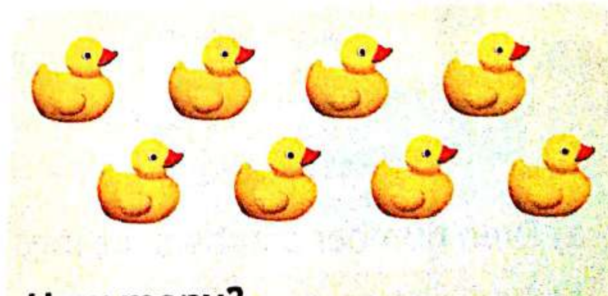
How many? ....

Is it even or odd? ....



How many? ....

Is it even or odd? ....



How many? ....

Is it even or odd? ....

Parents' Tips: ... the odd number and the even number.



Activity 2 Tick (✓) for the correct answer of each question



Which number is even?



Which number is odd?



Which number is even?



Which number is odd?

3 | 2



Which number is even?



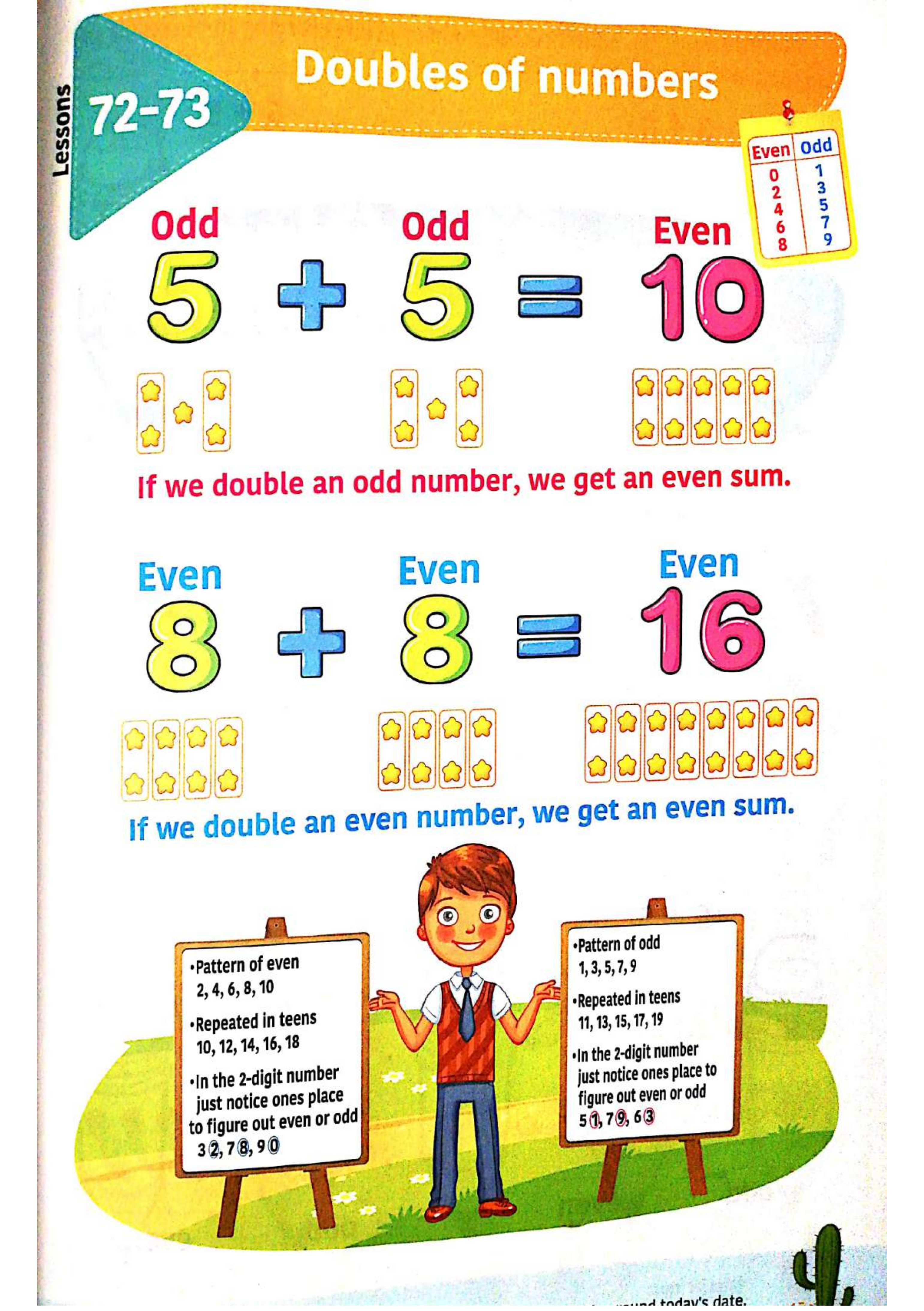
Which number is odd?

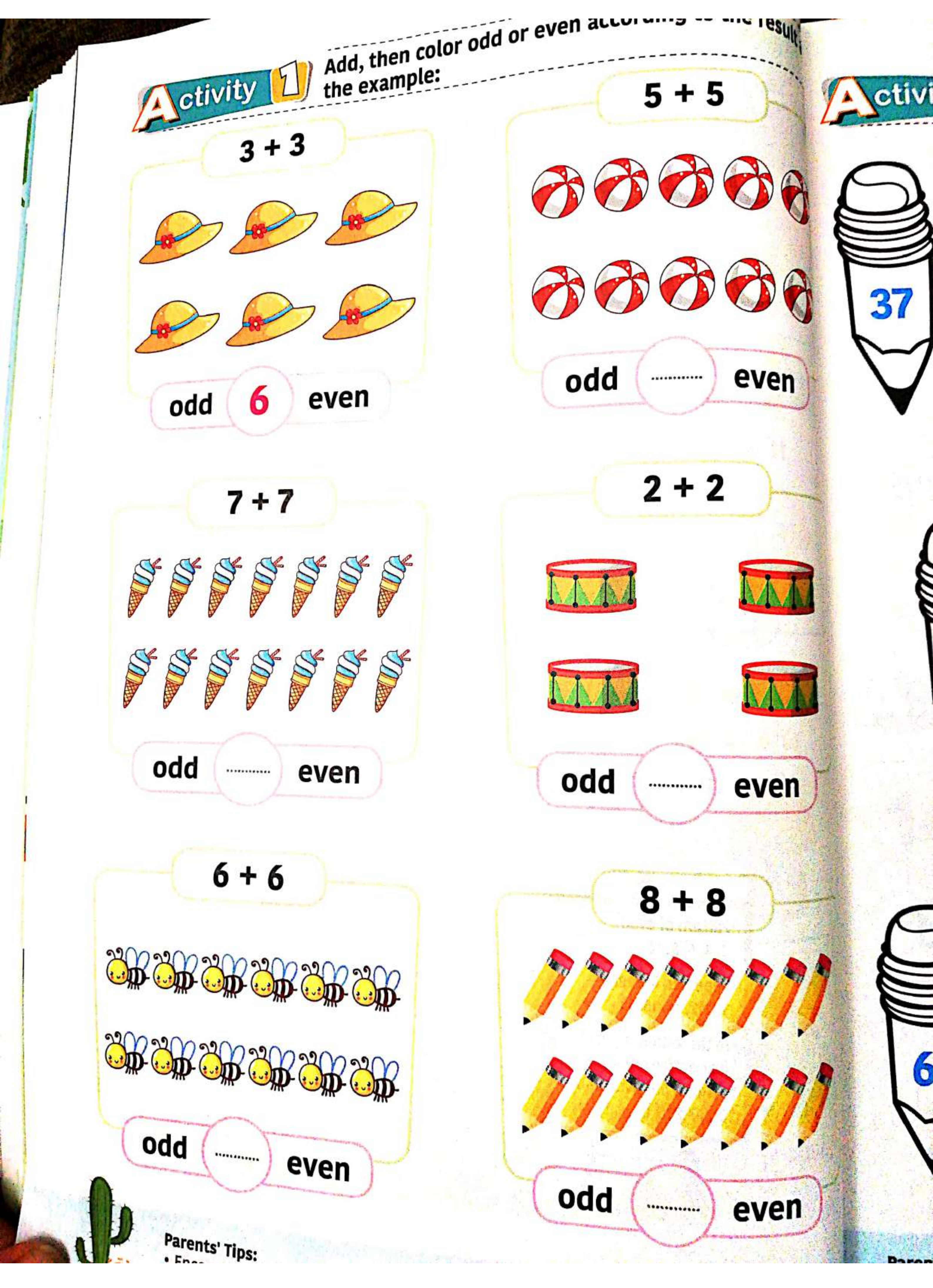


I learned

a) Even number can be split into equal parts such as (2 , 4 , 6 , 8, 10).

b) Odd number cannot be split into equal parts because there is always one left over such as (1 , 3 , 5 , 7, 9).

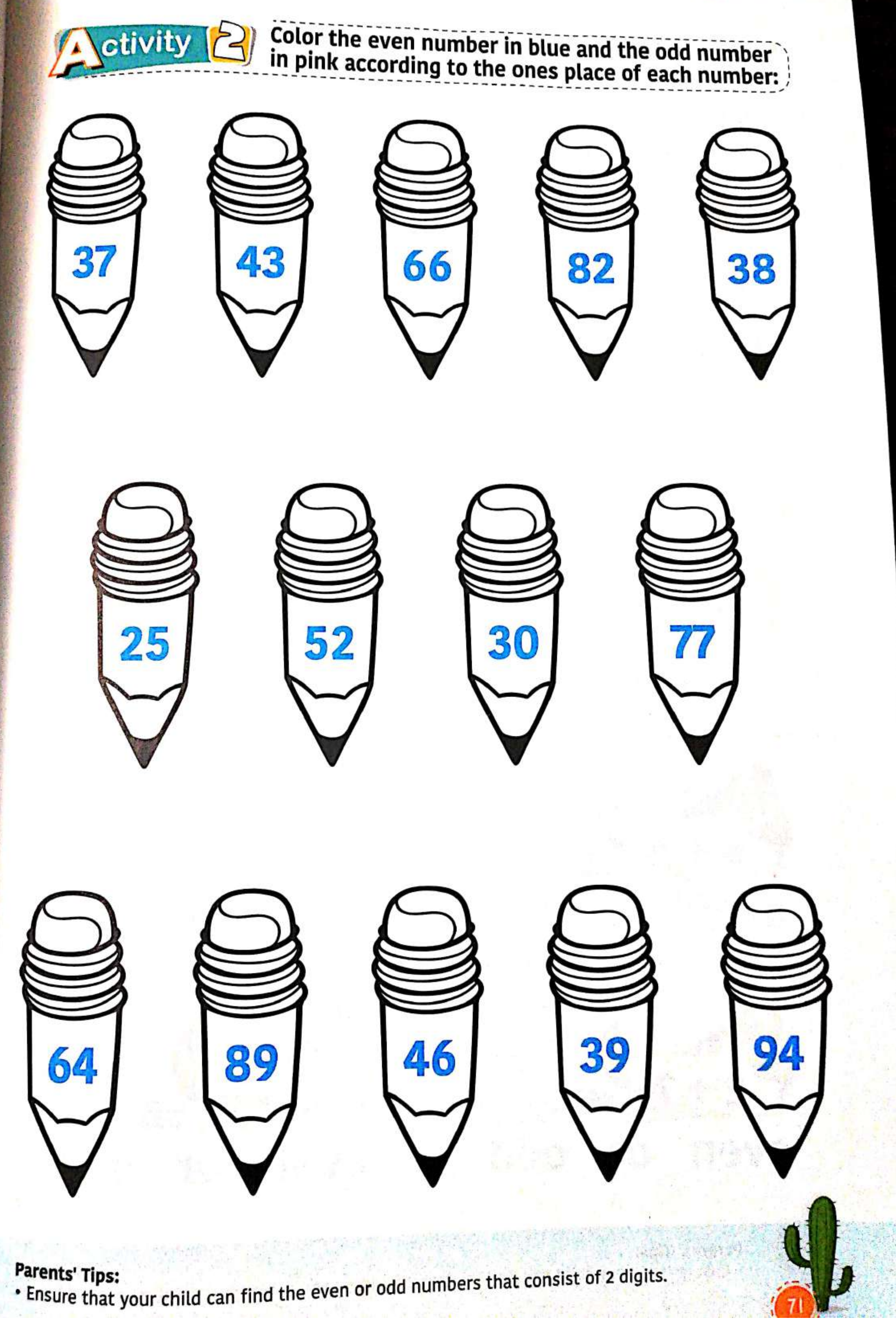

Lessons
72-73
Doubles of numbers
Even
0
2
4
6
8
Odd
1
3
5
7
9
Odd
Odd
Even
5 + 5 = 10
If we double an odd number, we get an even sum.
Even
Even
Even
8 + 8 = 16
If we double an even number, we get an even sum.
•Pattern of even
2, 4, 6, 8, 10
•Repeated in teens
10, 12, 14, 16, 18
•In the 2-digit number
just notice ones place
to figure out even or odd
32, 78, 90
•Pattern of odd
1, 3, 5, 7, 9
•Repeated in teens
11, 13, 15, 17, 19
•In the 2-digit number
just notice ones place to
figure out even or odd
51, 79, 63



Activity 1
Add, then color odd or even
the example:
3 + 3
odd
6
even
5 + 5
odd
....
even
7 + 7
odd
....
even
2 + 2
odd
....
even
6 + 6
odd
....
even
8 + 8
odd
....
even
Parents' Tips:
Activi
37

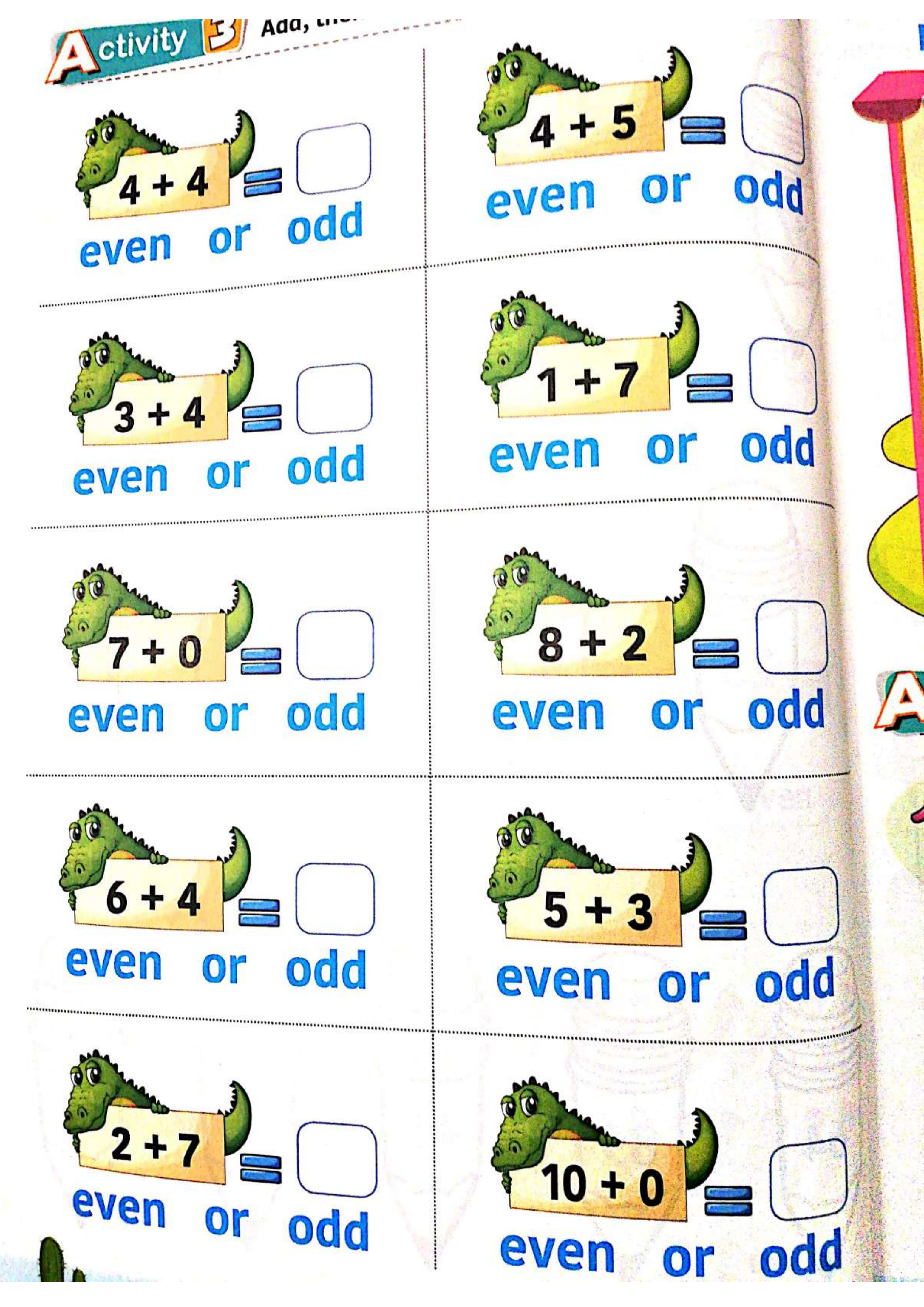
Activity 2

Color the even number in blue and the odd number in pink according to the ones place of each number:

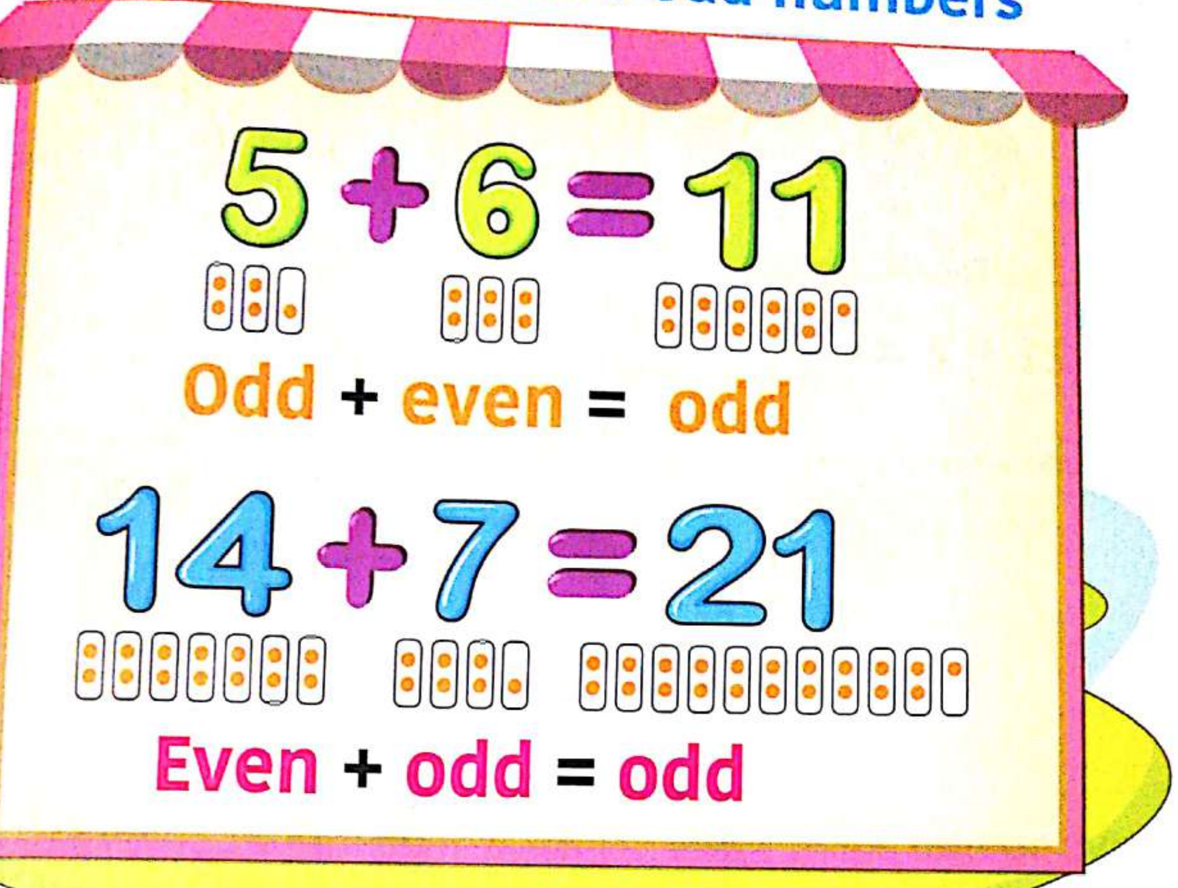


Parents' Tips:

• Ensure that your child can find the even or odd numbers that consist of 2 digits.


Activity 3
Add, the
4 + 4
even or odd
4 + 5
even or odd
3 + 4
even or odd
1 + 7
even or odd
7 + 0
even or odd
8 + 2
even or odd
6 + 4
even or odd
5 + 3
even or odd
2 + 7
even or odd
10 + 0
even or odd

Let's add even and odd numbers



Activity 4 Determine whether the sum is even or odd:

14 + 5 = ☐

even + odd = ☐

31 + 8 = ☐

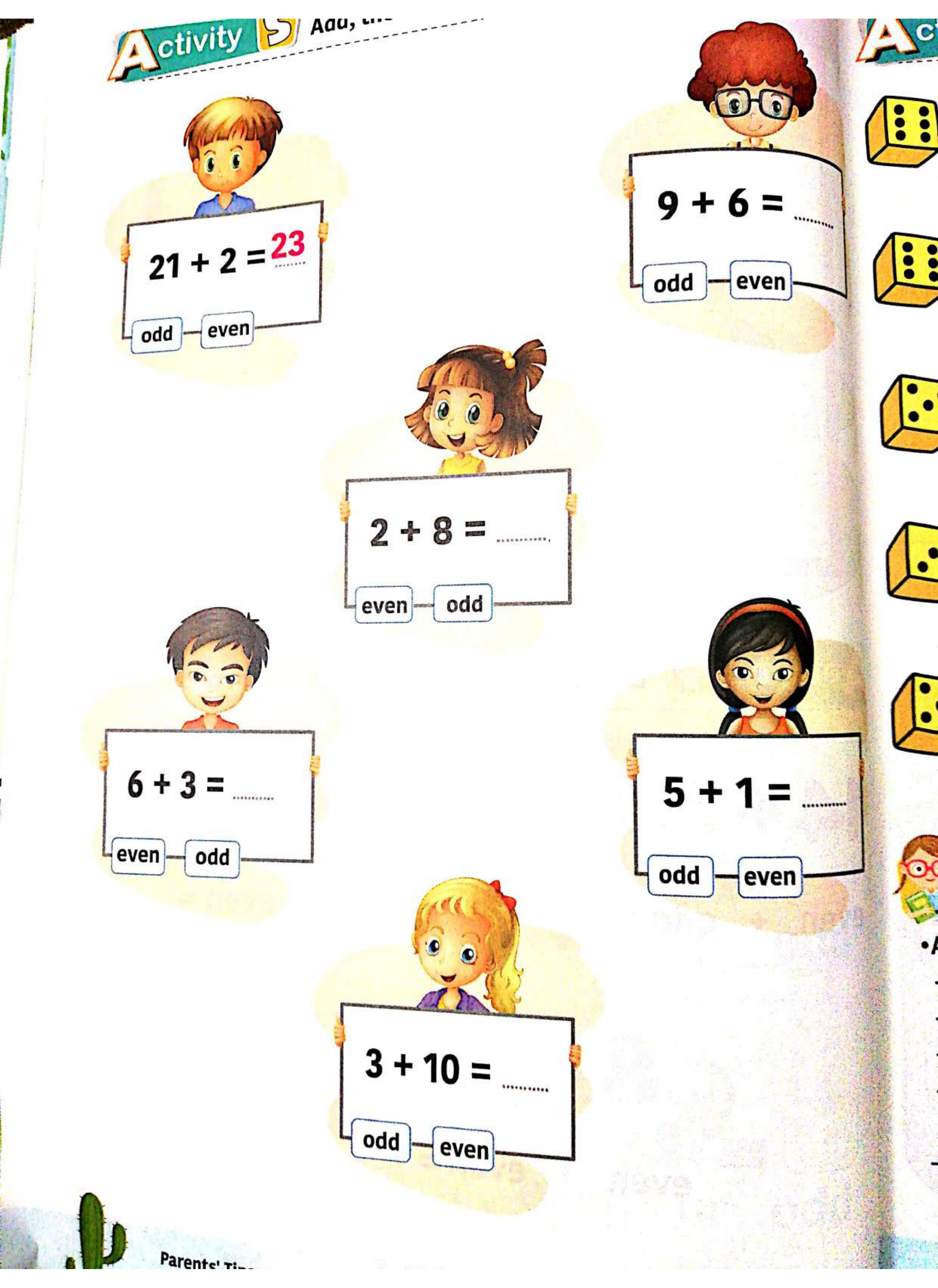
odd + even = ☐

8 + 10 = ☐

even + even = ☐

Parents' Tips:

• Encoura... whether the sum is even or odd when adding 2 numbers.



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Activity 6

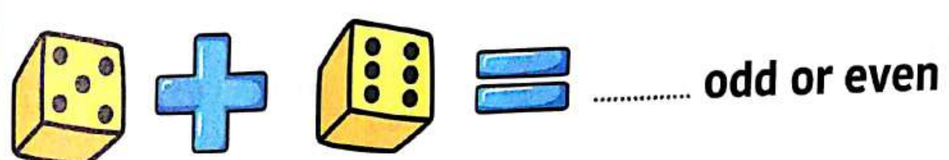
Add the dots on the dice, then circle whether the answer is even or odd as the example:

= 13 (odd) or even

= .... odd or even

= .... odd or even

= .... odd or even

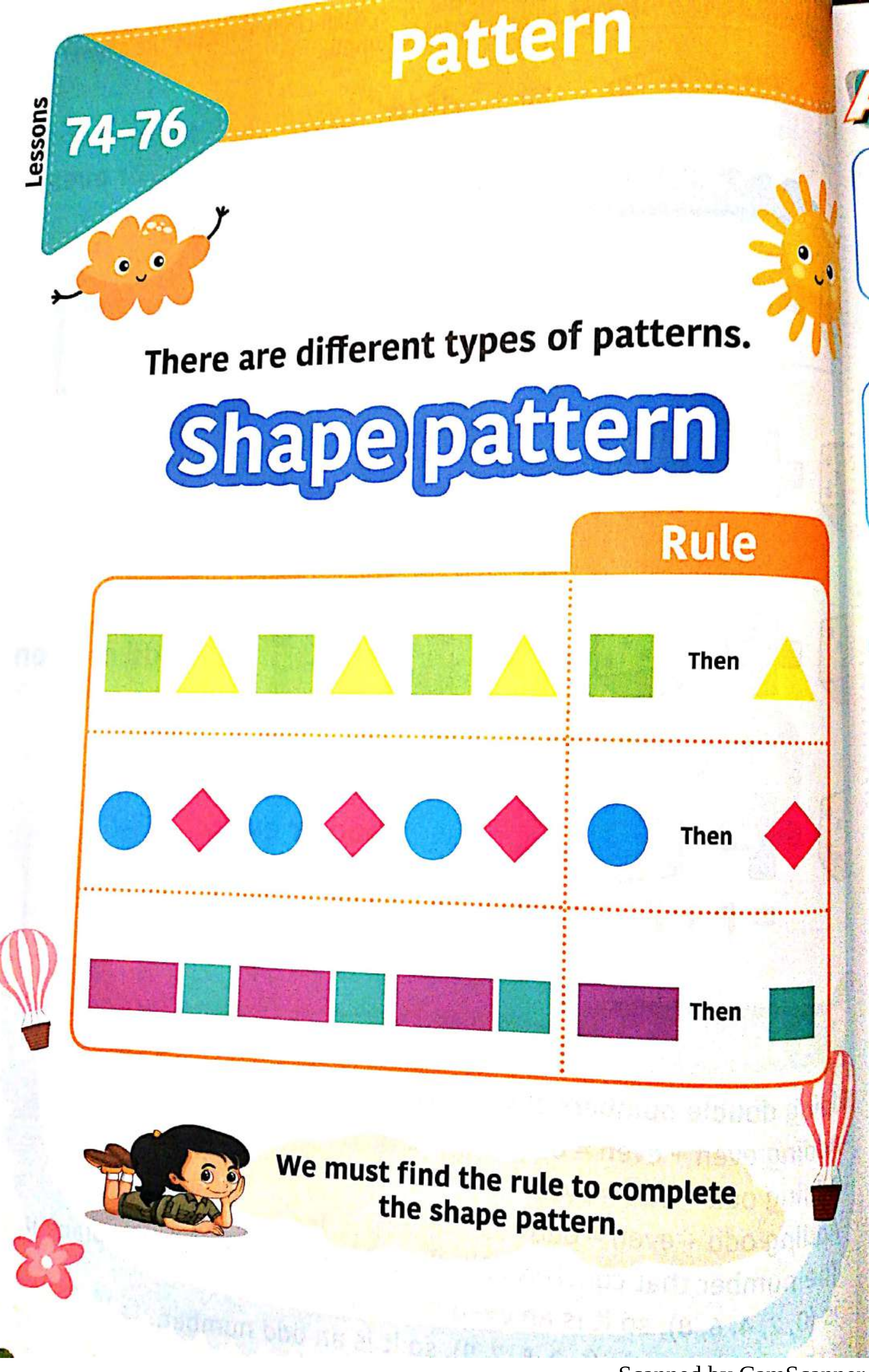

= .... odd or even

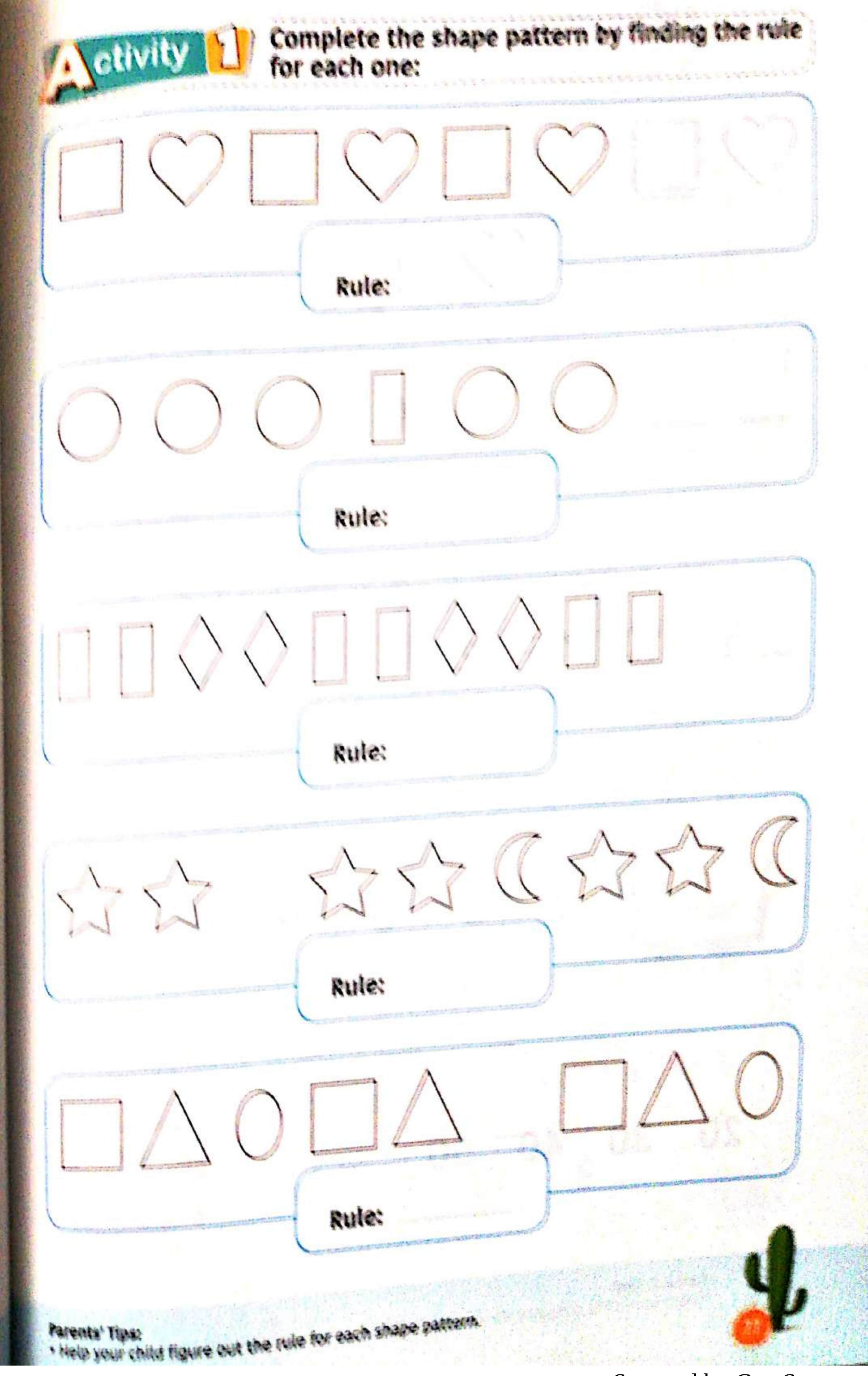




- **Adding double numbers always gives me an even number:**
  - Adding even + even = even
  - Adding odd + odd = even
  - Adding odd + even = odd
  - The number that consists of 2 digits by looking at its ones place if it is (0, 2, 4, 6, 8), so it is an even number.
  - If the ones place is (1, 3, 5, 7, 9), so it is an odd number.

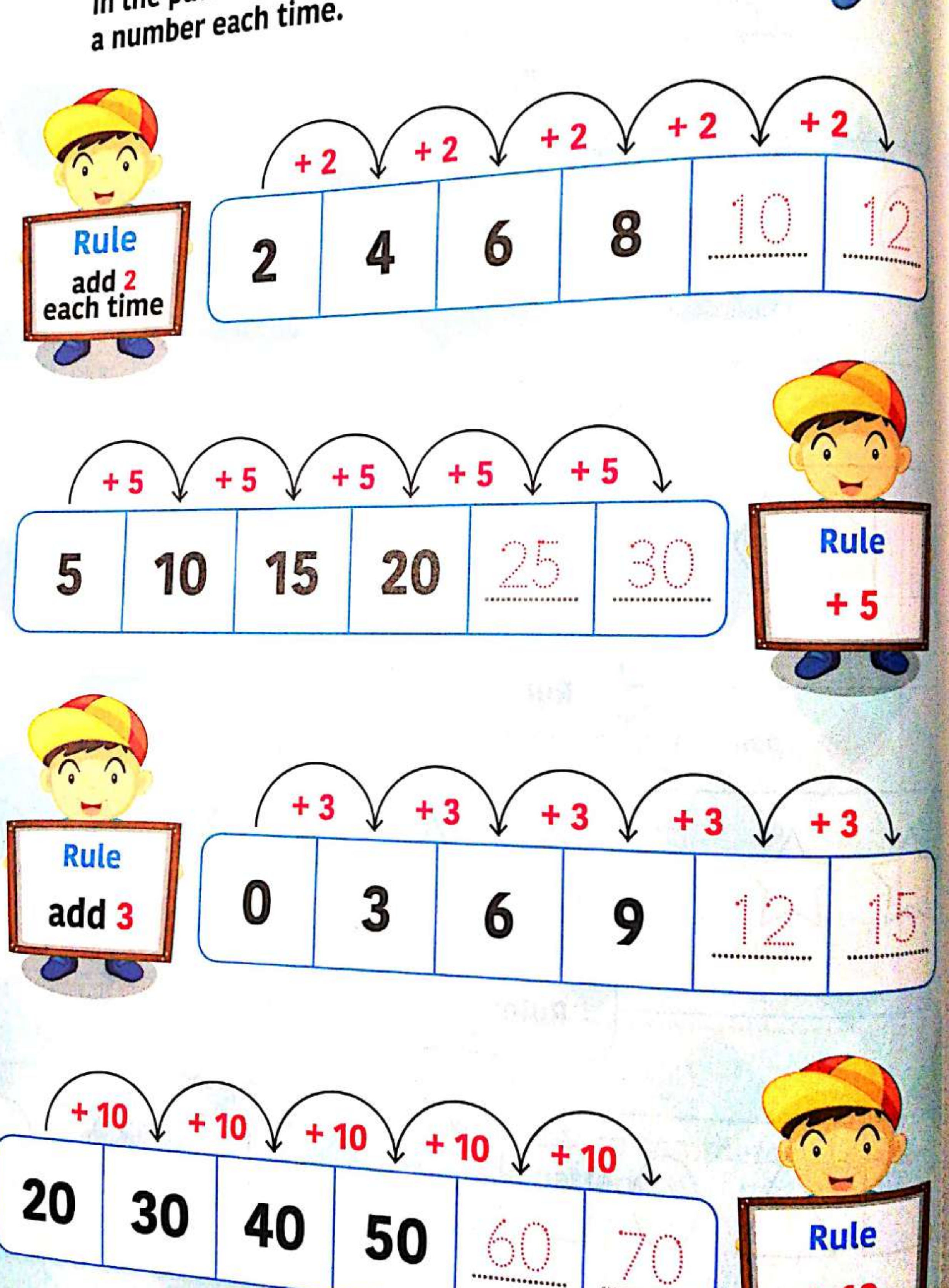



Lessons
74-76
Pattern
There are different types of patterns.
Shape pattern
Rule
Then
Then
Then
We must find the rule to complete the shape pattern.


Activity 1
Complete the shape pattern by finding the rule for each one:
Rule:
Rule:
Rule:
Rule:
Rule:
Parents' Tips:
• Help your child figure out the rule for each shape pattern.

Number pattern

When we find that the number is getting bigger in the pattern. This means that the rule is adding a number each time.



Activity 2

Complete the following patterns by identifying the rule of each one:

Rule: + 4

4	8	12	16	20	24

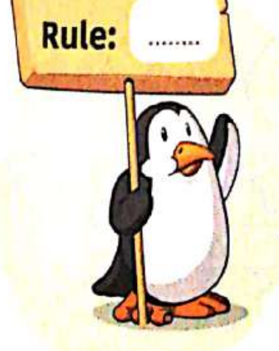
(+ 4, + 4, + 4, + 4, + 4)

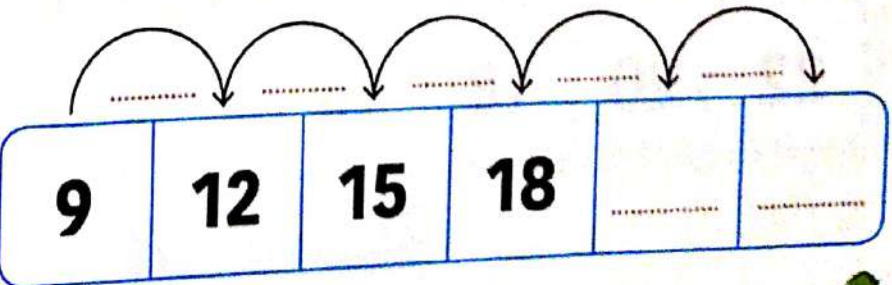
Rule: ....

7	9	11	13	....	....

Rule: ....

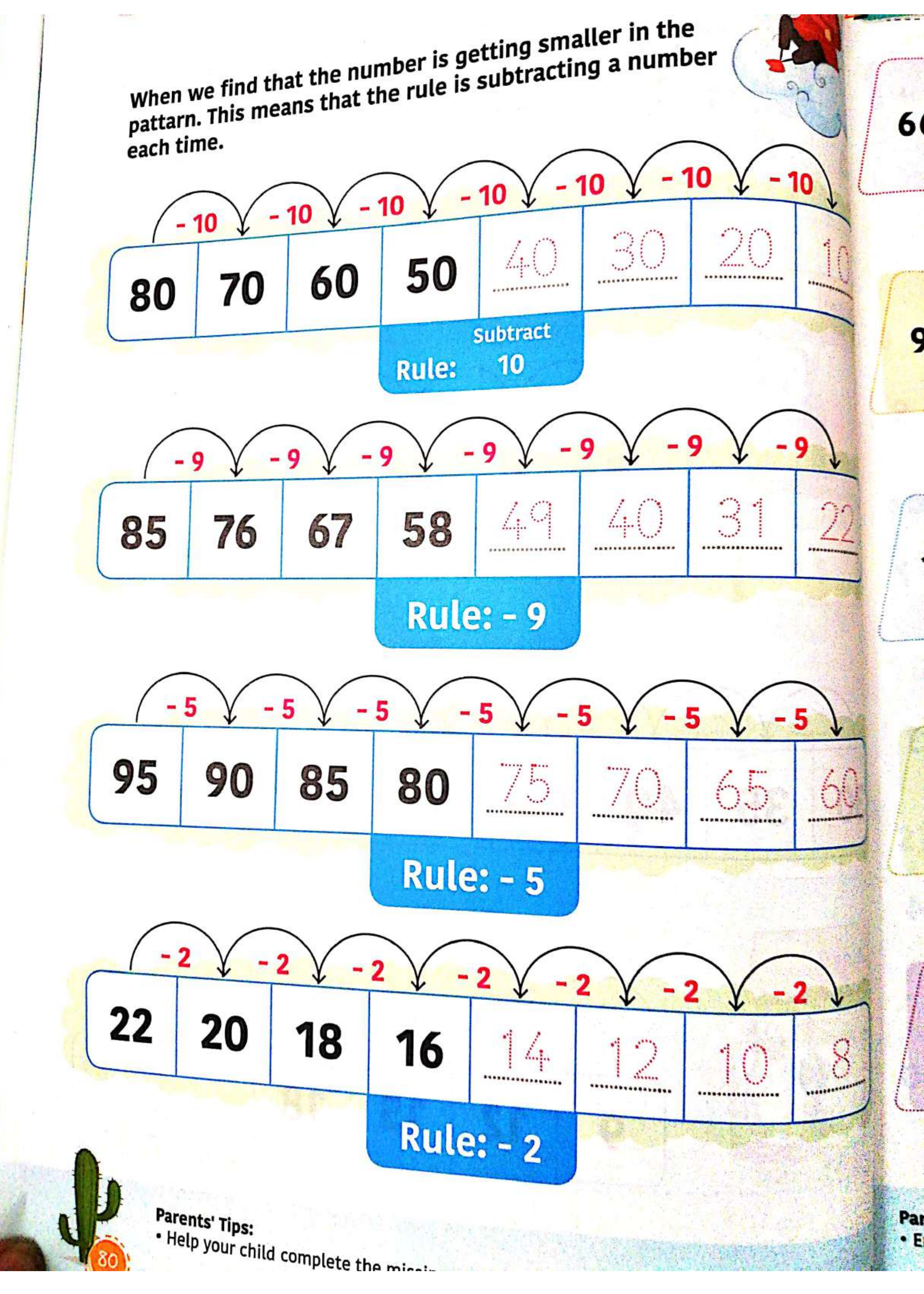
30	35	40	45	....	....





Parents' Tips:

- Encourage your child to find the rule of each pattern.



When we find that the number is getting smaller in the pattarn. This means that the rule is subtracting a number each time.

- 10 - 10 - 10 - 10 - 10 - 10 - 10

80	70	60	50	40	30	20	10

Rule: Subtract 10

- 9 - 9 - 9 - 9 - 9 - 9 - 9

85	76	67	58	49	40	31	22

Rule: - 9

- 5 - 5 - 5 - 5 - 5 - 5 - 5

95	90	85	80	75	70	65	60

Rule: - 5

- 2 - 2 - 2 - 2 - 2 - 2 - 2

22	20	18	16	14	12	10	8

Rule: - 2

Parents' Tips:

- Help your child complete the missin



Complete the pattern by identifying the rule as the example:

66, 63, 60, 57, 54, 51, 48, 45 — Rule: - 3

90, 80, 70, 60, ..., ..., ..., ..., ... — Rule: ....

10, 15, 20, 25, ..., ..., ..., ... — Rule: ....

80, 71, 62, 53, ..., ..., ..., ... — Rule: ....

20, 26, 32, 38, ..., ..., ..., ... — Rule: ....





32, 24, 16, 8 ○ ○ Rule: +

7, 14, 21, 28 ○ ○ Rule: -

40, 30, 20, 10 ○ ○ Rule: -

15, 12, 9, 6 ○ ○ Rule: +

20, 24, 28, 32 ○ ○ Rule: - 3

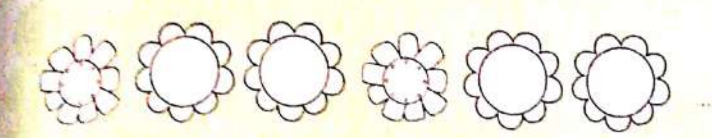
35, 30, 25, 20 ○ ○ Rule: + 4

12, 18, 24, 30 ○ ○ Rule: - 10



Parents' Tips:
• Ensure that

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 .... Rule: ....

4, 8, 12, ..., ..., ..., ..., ... Rule: ....

66, 70, 74, ..., ..., ..., ..., ... Rule: ....

100, 90, 80, ..., ..., ..., ..., ... Rule: ....

27, 24, 21, ..., ..., ..., ..., ..., ... Rule: ....





- Forming both the shape pattern and the number pattern by identifying the rule of each pattern.

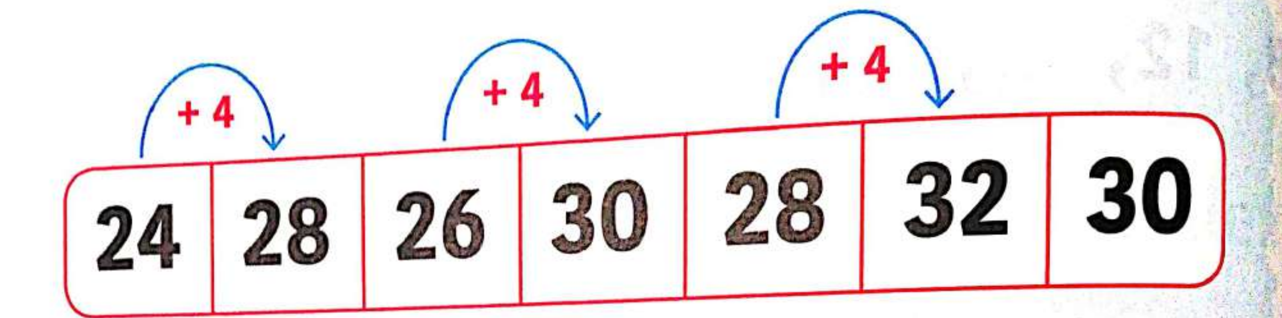
Parents' Tips:

- Encourage your child to find out the rule of different patterns.

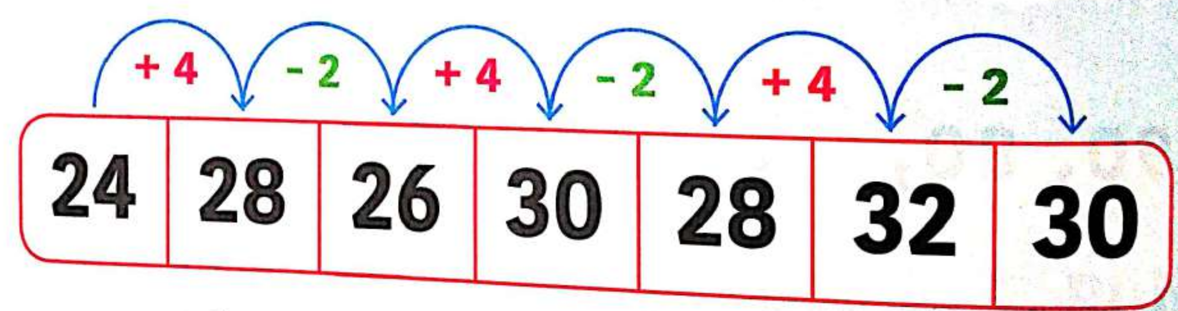




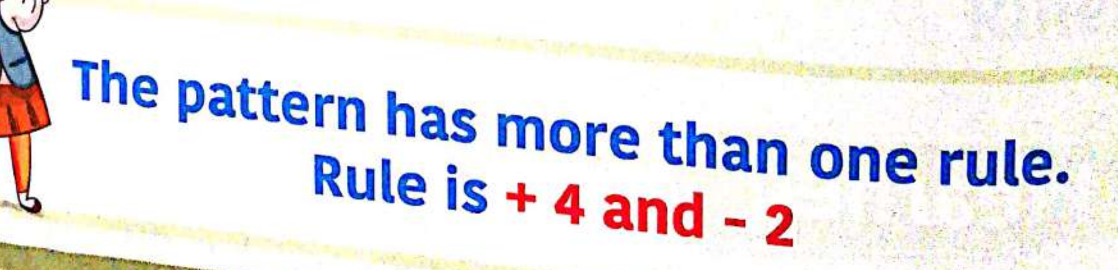
First: We find the numbers that are getting bigger.



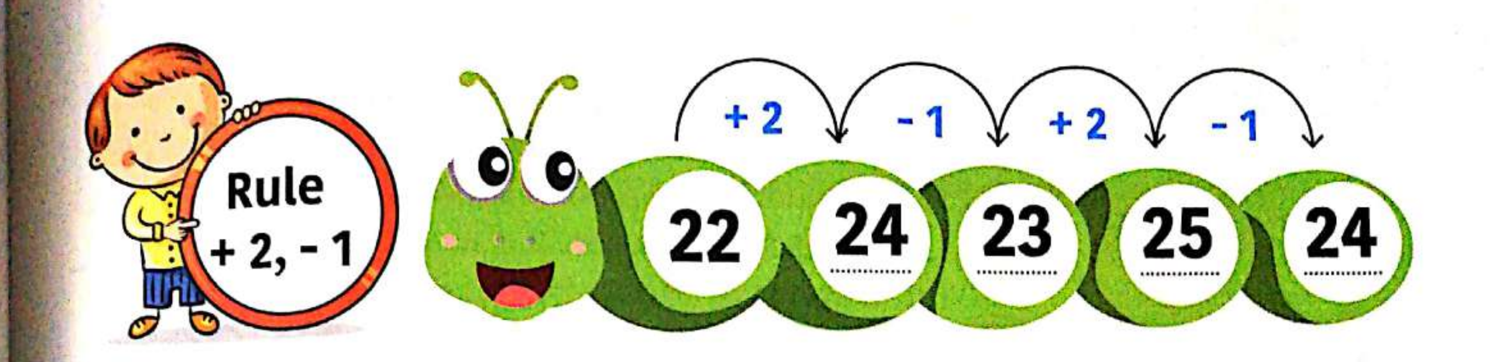
Second: We will find the numbers that are getting smaller.

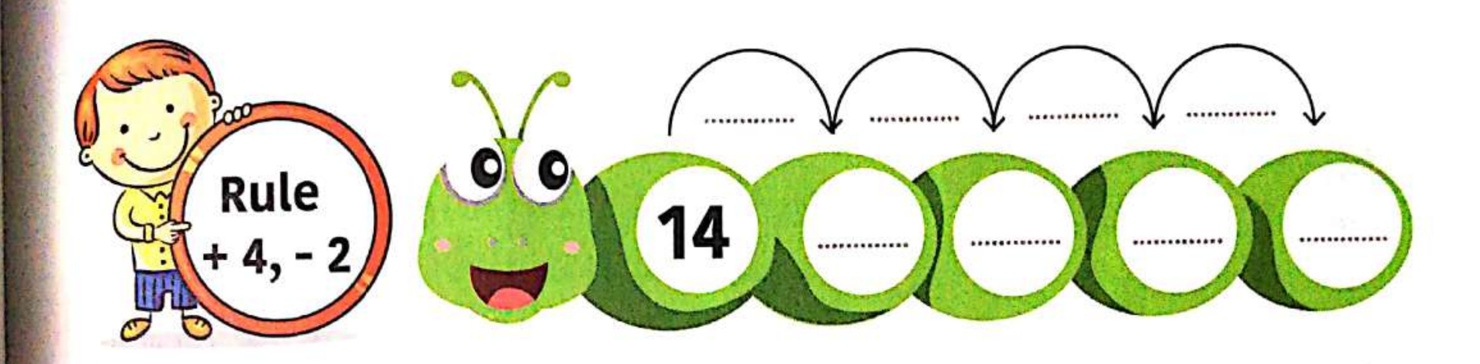


The rule is + 4 , then - 2



The pattern has more than one rule.
Rule is + 4 and - 2









Parents' Tips:

- Help your child to form a pattern that has more than one rule (+ , –).



Circle the suitable rule:



, Rule: + 5, - 1 | Rule: - 1, + 5



, Rule: + 1, - 2 | Rule: + 2, - 1

55, 65, 64, 74, 73, Rule: + 10, - 1 | Rule: + 1, - 10



, Rule: + 1, - 4 | Rule: + 4, - 1



, Rule: + 3, - 1 | Rule: - 3, + 1

I learned



- Forming a pattern with a rule that requires us to add and subtract in the same pattern.



Parents' Tips:

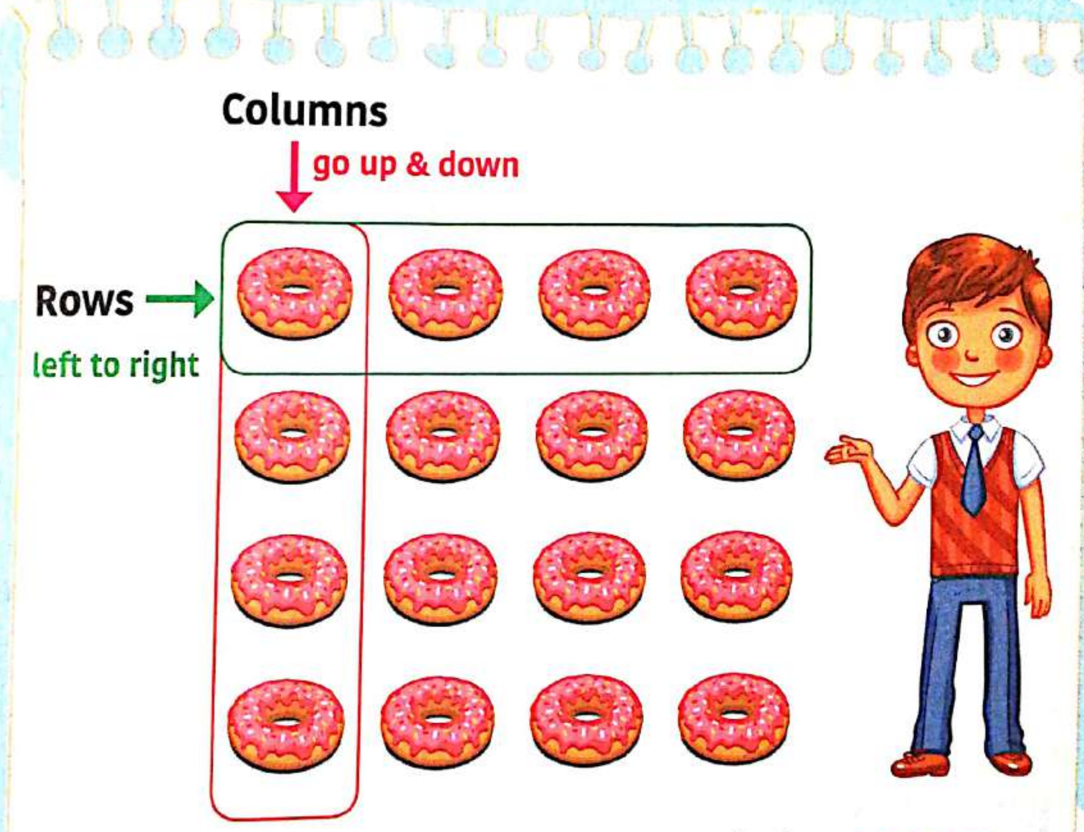
- Ensure that your child can solve different patterns.

Lesson 78

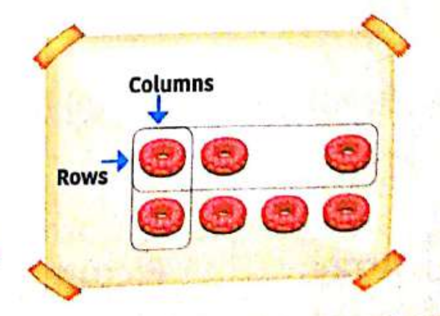
Arrays

- An array is a kind of a pattern.
- It has objects that are arranged in rows and columns with no gaps.
- It can be formed vertically or horizontally.





This is called an array because it has **no gap**.



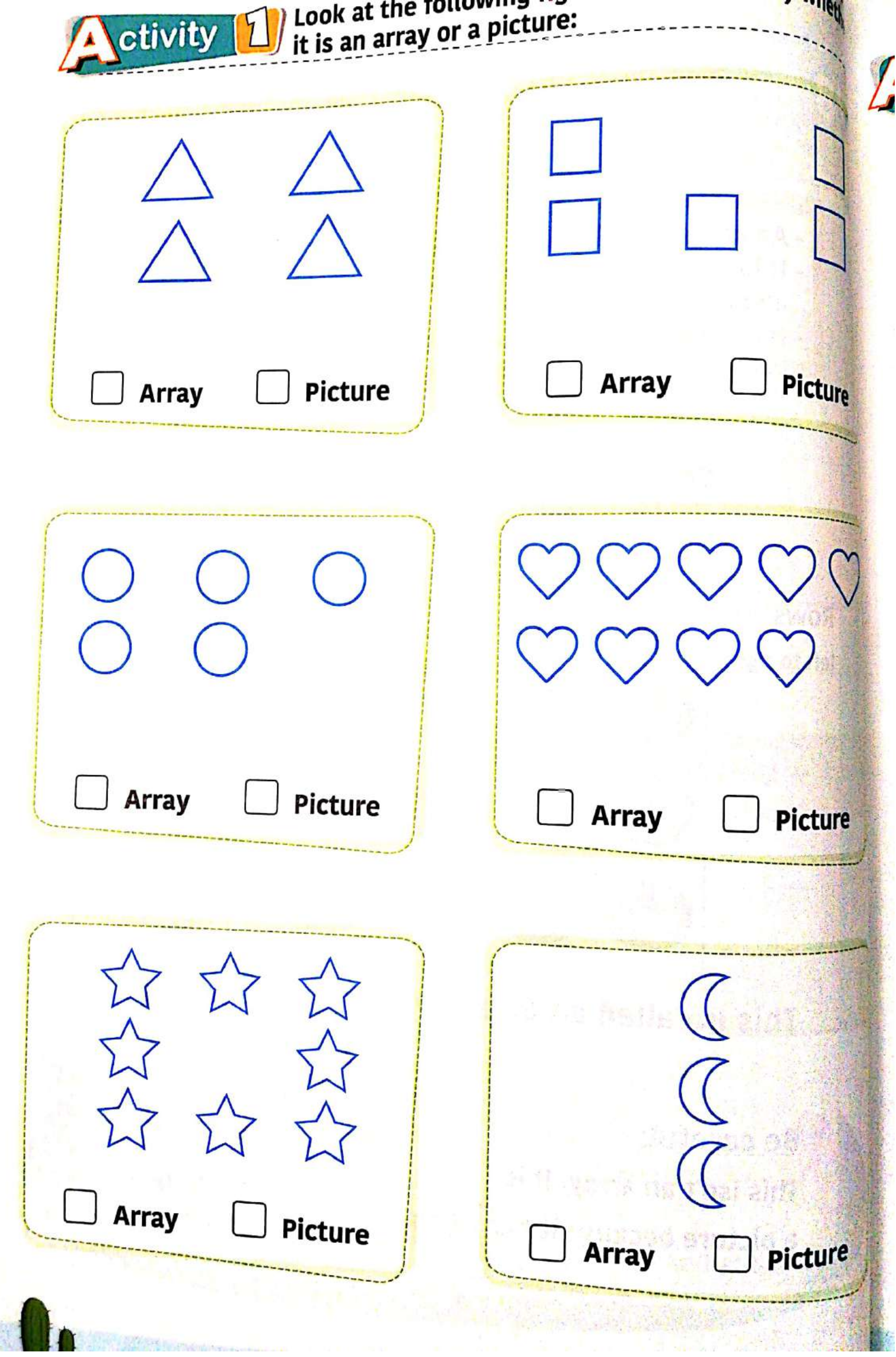
Be careful:

This isn't an array, it is a picture because it has **a gap**.

Daily Practice:

- Invite your child to look at the calendar and ask him/her to draw a circle around today's date.
- Ask your child to write the name of the day and the name of the month.

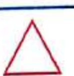



Activity 1
Look at the
it is an array or a picture:
Array
Picture
Array
Picture
Array
Picture
Array
Picture
Array
Picture
Array
Picture



Build your own array using the given keys:

Make an array using 

Make an array using 

Make an array using ◯

Make an array using 





I learned

a) The array consists of objects arranged in rows and columns with no gaps.

b) The column is going up and down (vertical).

c) The row is going form left to right (horizontal).



How to find the total number of windows

I can use counting. I have 8 windows.



I can also use repeated addition:

- I have 2 columns.

- Columns are vertical or go up and down.

4 + 4 = 8

- I have 4 rows.

- Rows are horizontal or go from left to right.

2 + 2 + 2 + 2 = 8

This array is called 4 by 2.

Repeated addition means we add the same number more than once.



Daily Practice:

- Invite your child to look at the calendar and ask him/her to draw a circle around today's date.
- Ask your child to write the name of th...

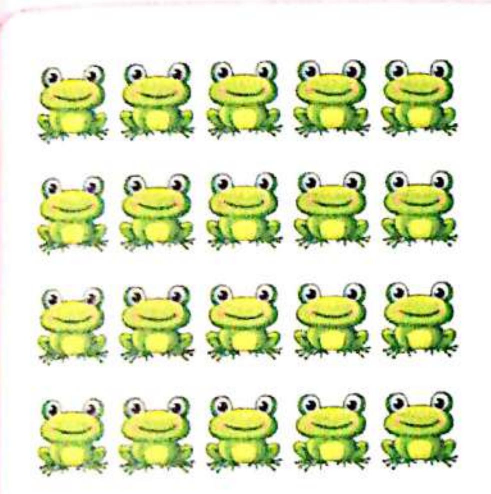
Complete as the example:



Rows : 3 with equation 4 + 4 + 4 = 12

Columns: 4 with equation 3 + 3 + 3 + 3 = 12

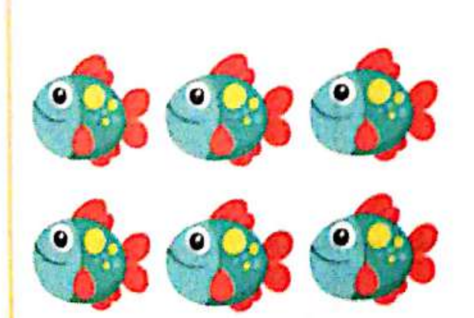
Array is called 3 by 4



Rows : .... with equation ....

Columns: .... with equation ....

Array is called .... by ....



Rows : .... with equation ....

Columns: .... with equation ....

Array is called .... by ....

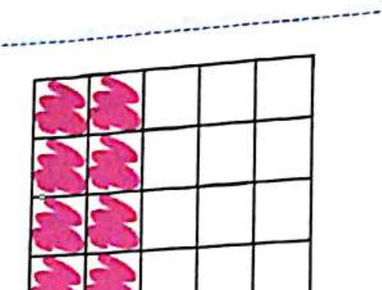


Parents' Tips:

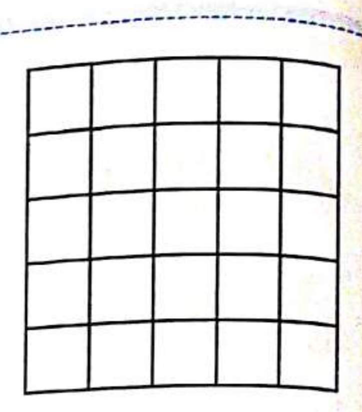
- Help your child write an equation for arrays using repeated addition.



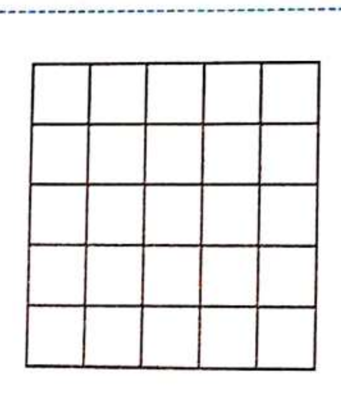
Color the given squares to form an array according to its name using one color:



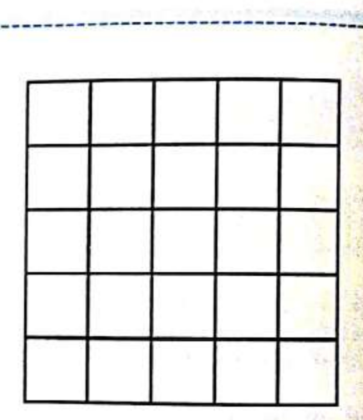
4 by 2 = ...



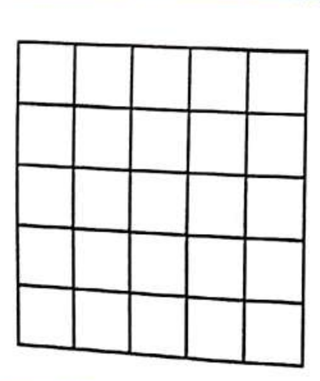
5 by 1 = ...



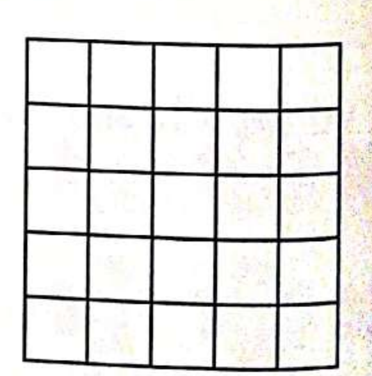
3 by 3 = ...



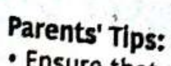
2 by 5 = ...



5 by 5 = ...



3 by 2 = ...



Parents' Tips:

• Ensure that your child can color to form ...



Match each array with its name:























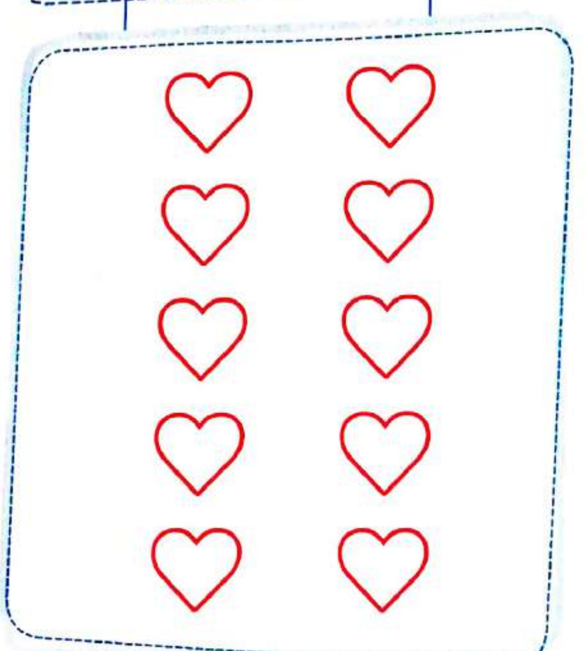
Parents' Tips: ... each array with its name.

Activity 4 Draw an array for each equation using ♡ or ☆



5 rows = 2 + 2 + 2 + 2 + 2

2 columns = 5 + 5



6 rows = 3 + 3 + 3 + 3 + 3 +

3 columns = 6 + 6 + 6

5 rows = 3 + 3 + 3 + 3 + 3

3 columns = 5 + 5 + 5

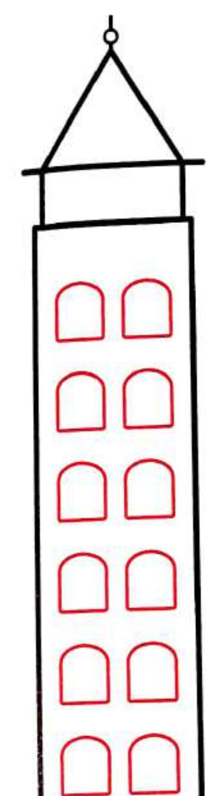
3 rows = 4 + 4 + 4

4 columns = 3 + 3 + 3 + 3





Draw an array of windows on each building according to the given number of rows and columns:



Rows: 6

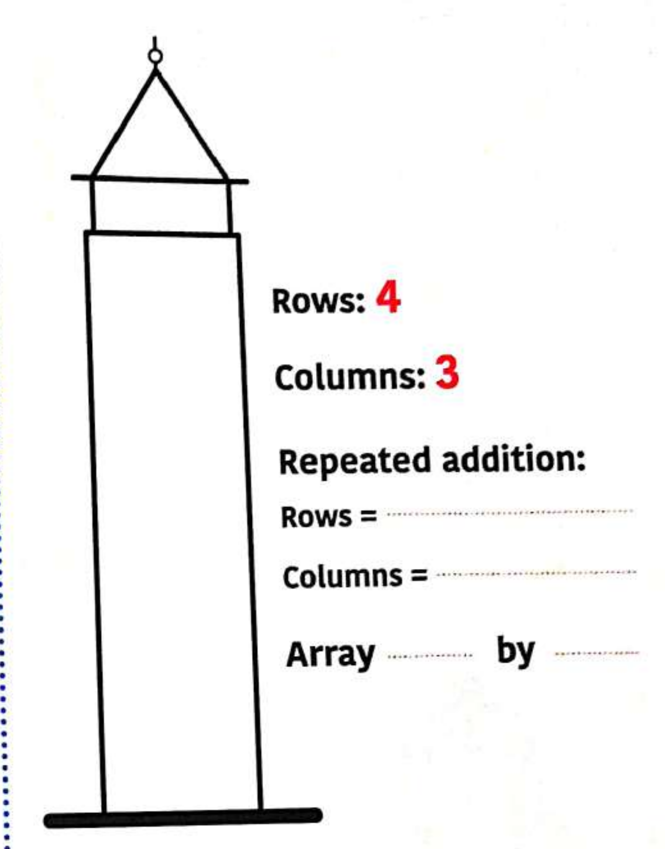
Columns: 2

Repeated addition:

Rows = 2 + 2 + 2 + 2 + 2 + 2

Columns = 6 + 6

Array 6 by 2



Rows: 4

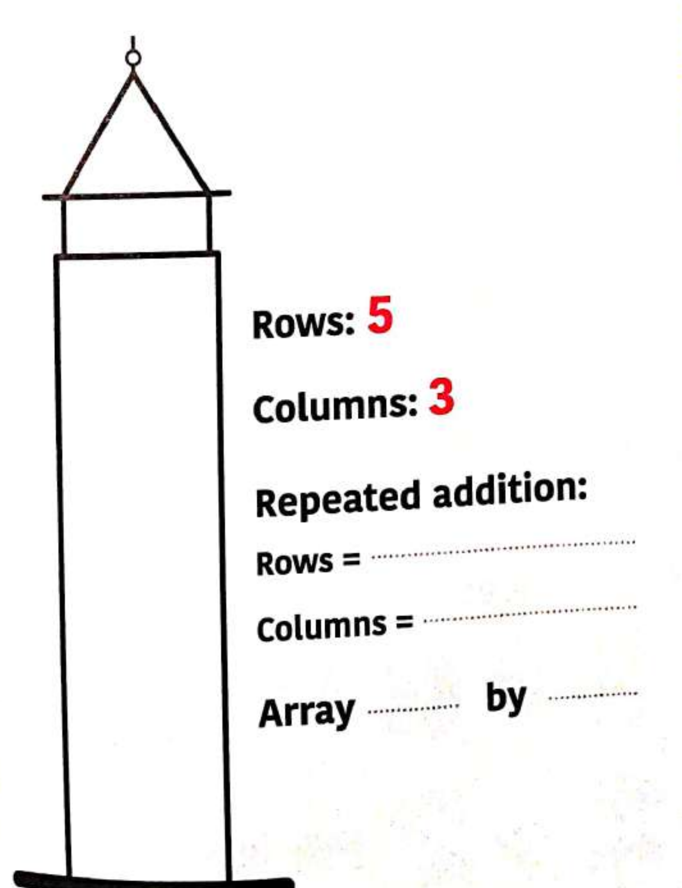
Columns: 3

Repeated addition:

Rows = ...

Columns = ...

Array .... by ....



Rows: 5

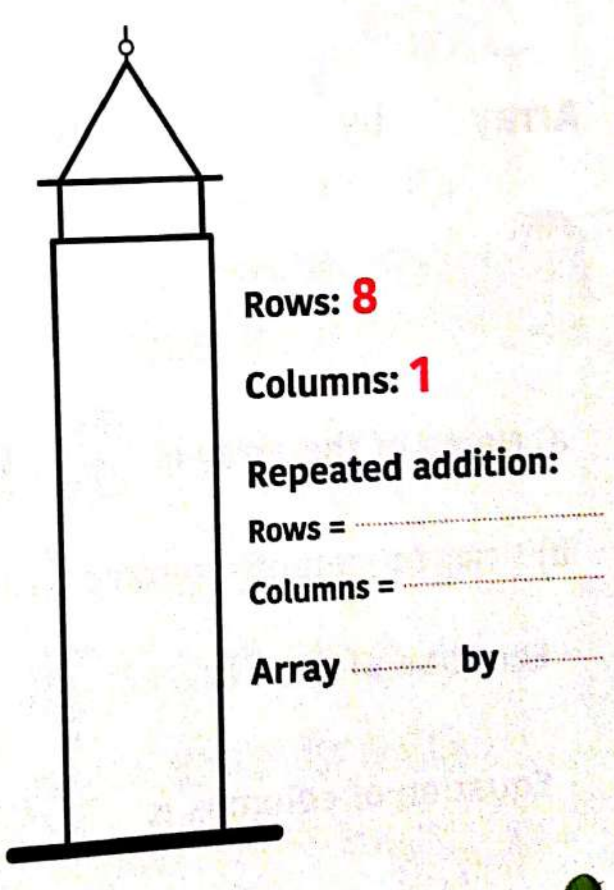
Columns: 3

Repeated addition:

Rows = ...

Columns = ...

Array .... by ....



Rows: 8

Columns: 1

Repeated addition:

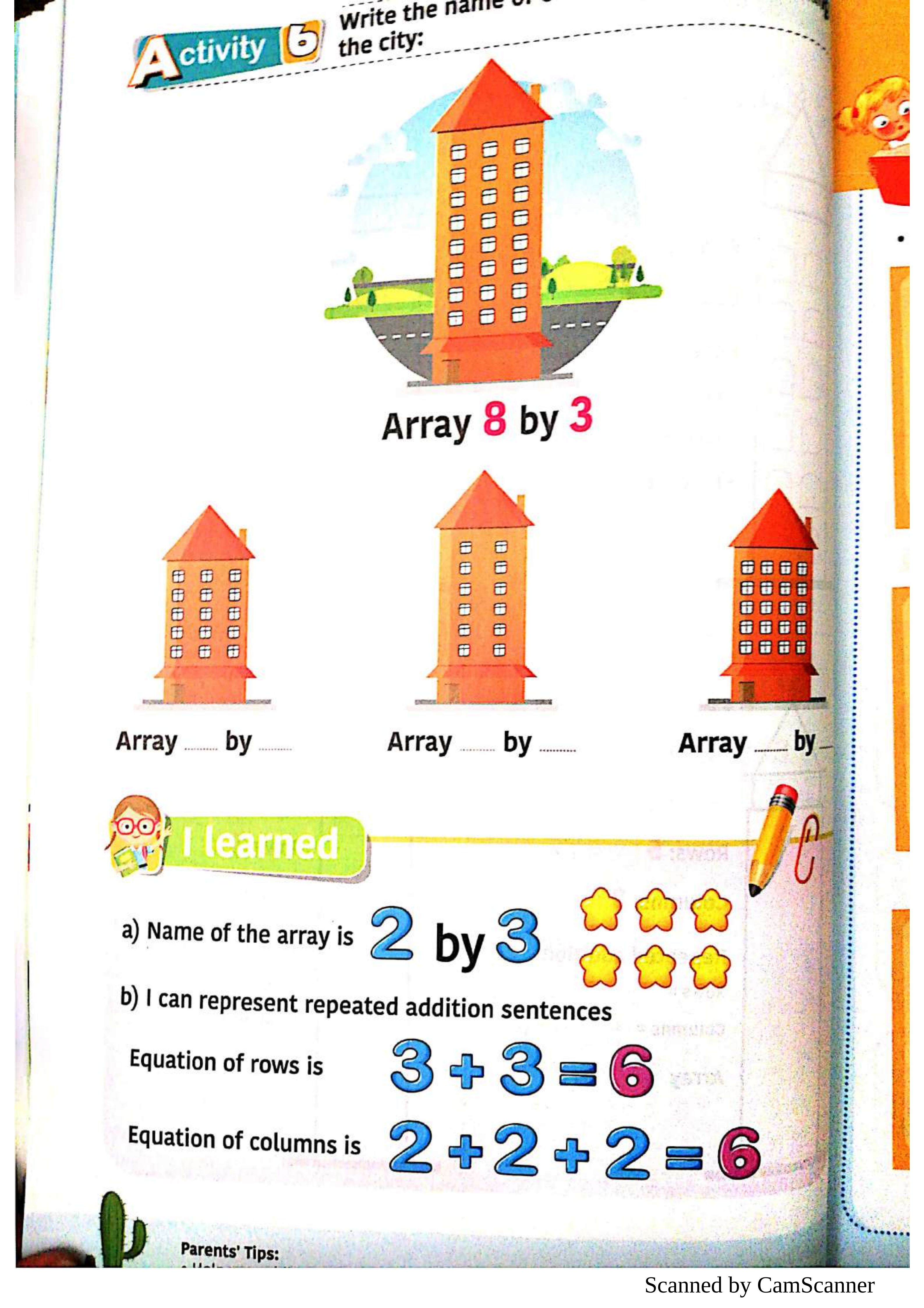
Rows = ...

Columns = ...

Array .... by ....



...mber of rows and columns.



Activity 6

Write the name of ... the city:

Array 8 by 3

Array .... by ....

Array .... by ....

Array .... by ...

I learned

a) Name of the array is 2 by 3

b) I can represent repeated addition sentences

Equation of rows is $3 + 3 = 6$

Equation of columns is $2 + 2 + 2 = 6$

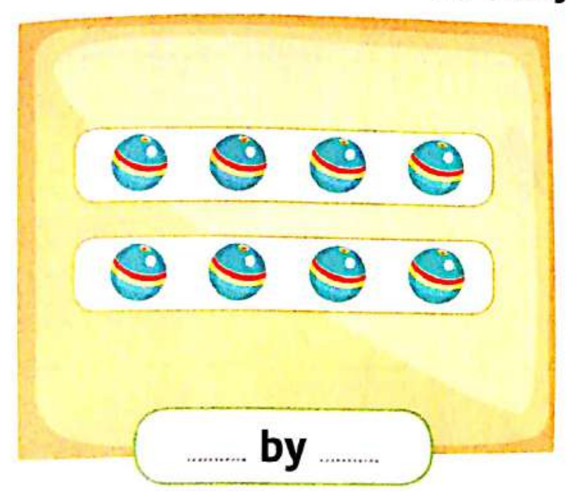
Parents' Tips:

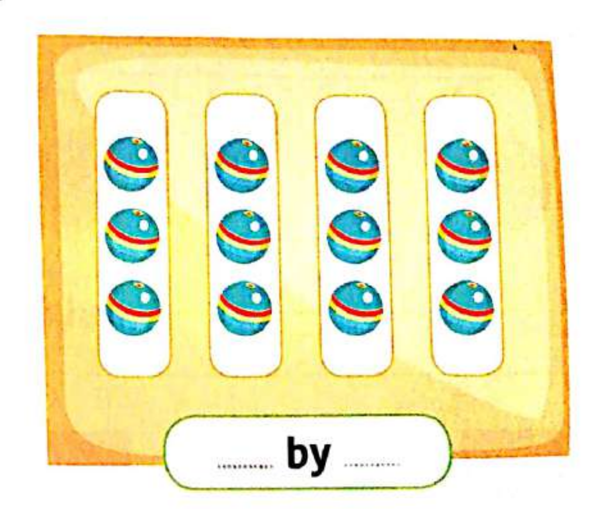


General activities on Chapter 2

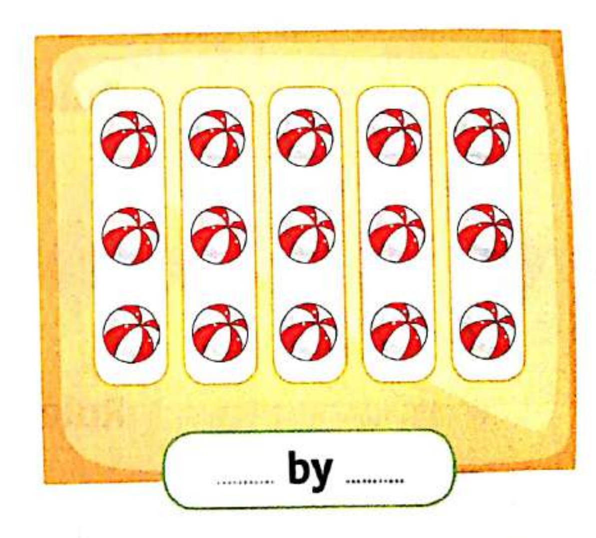


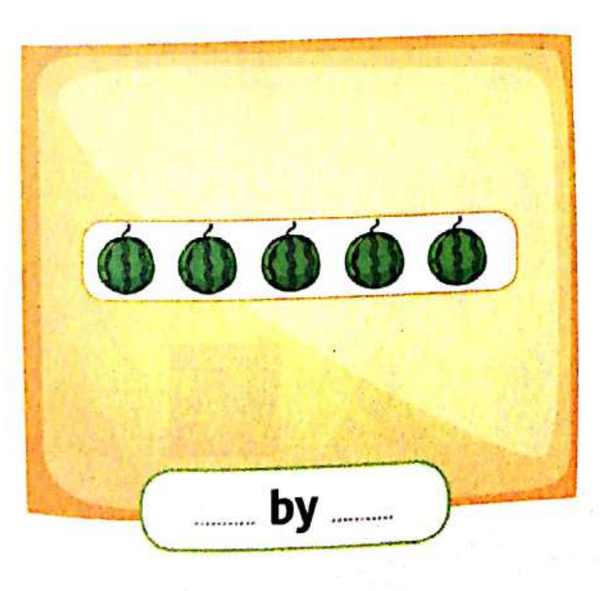
• **Write the name of each array:**

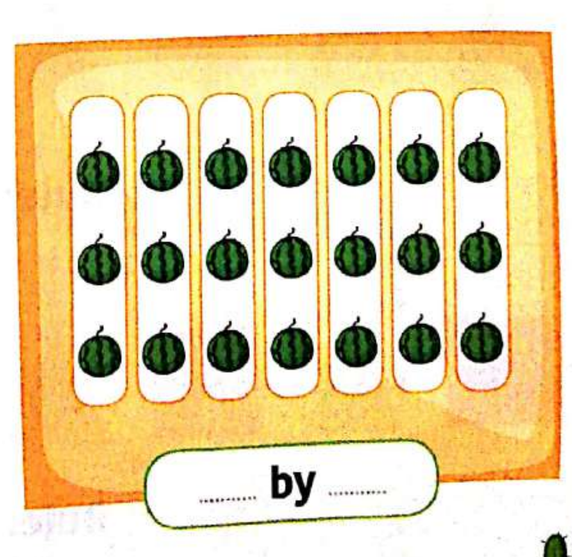


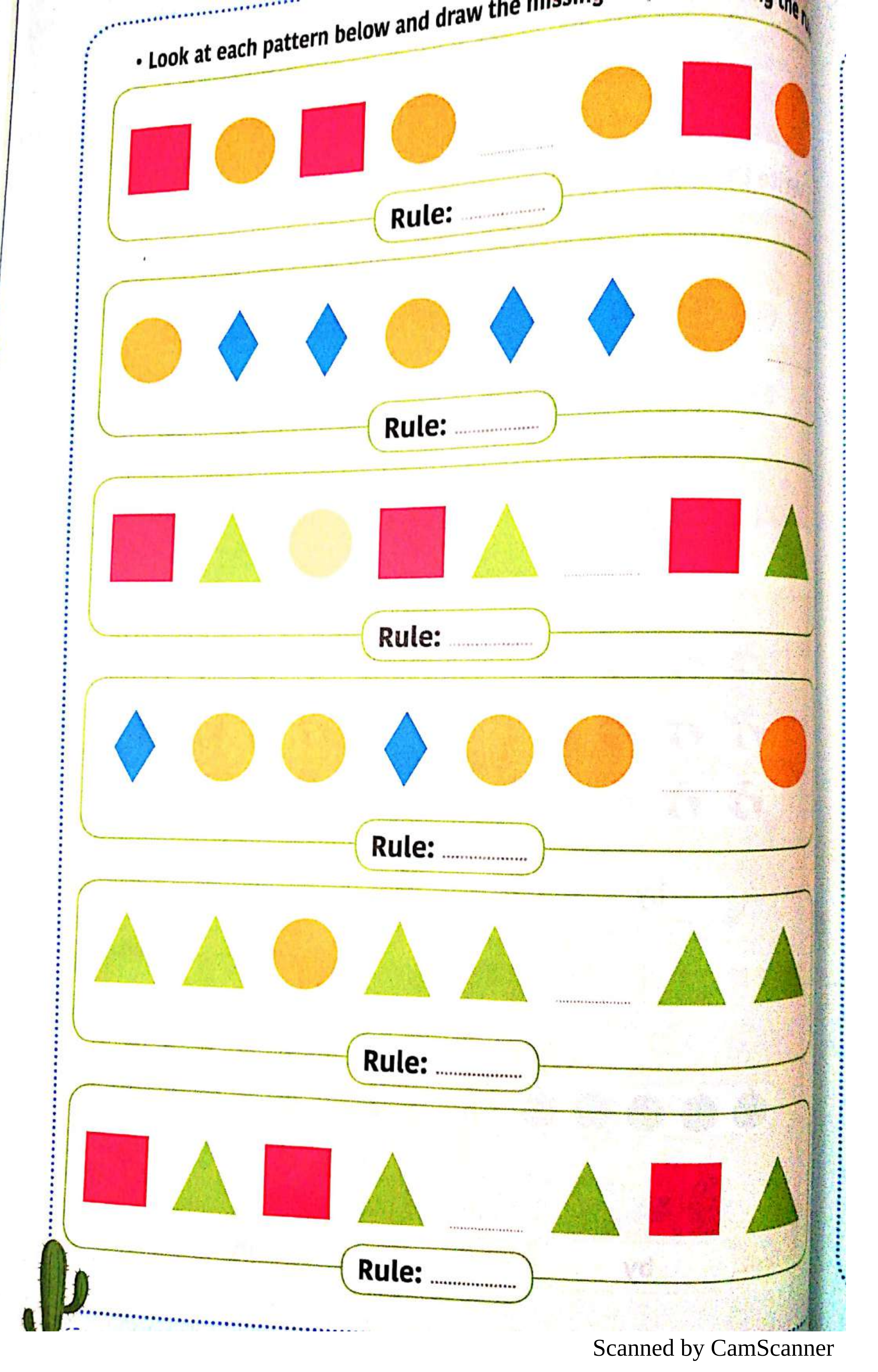




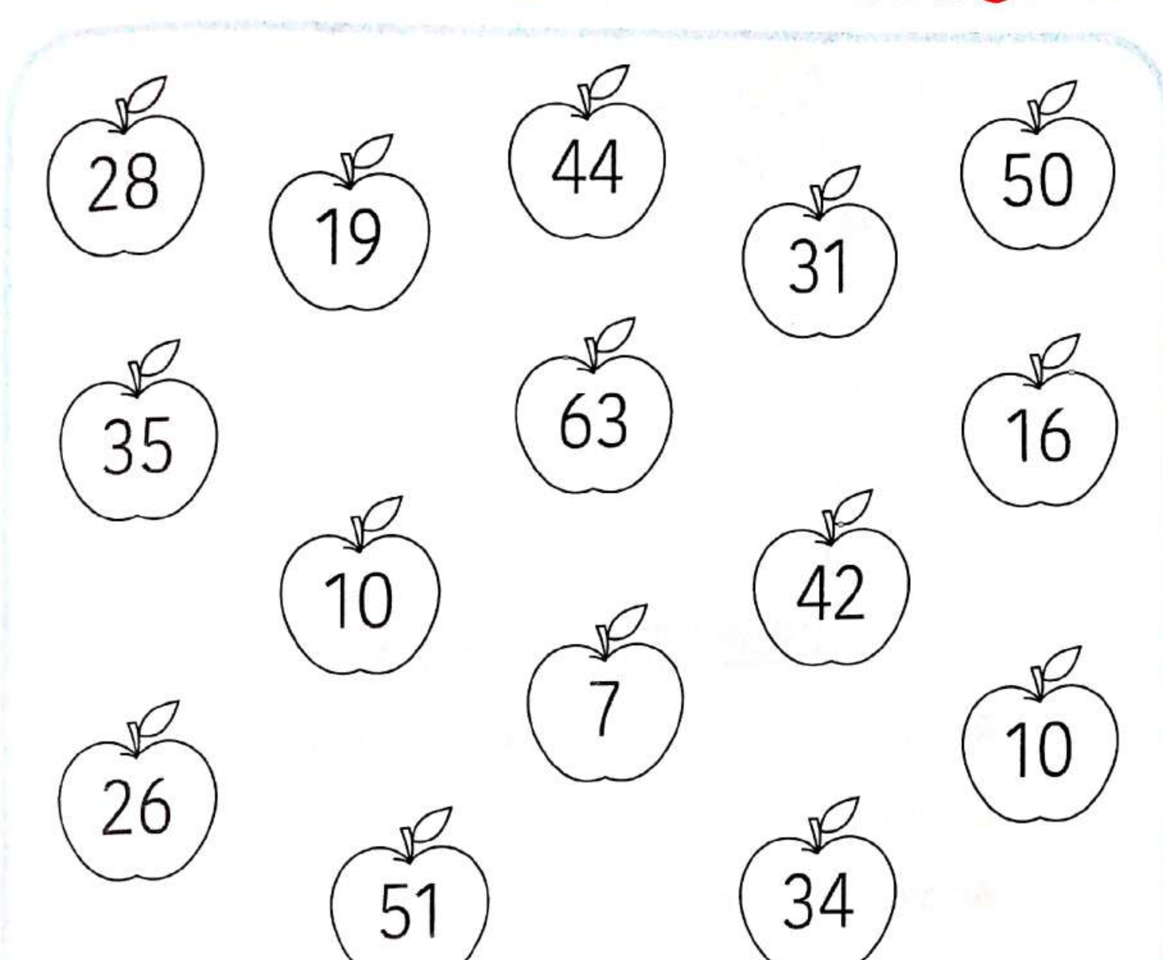




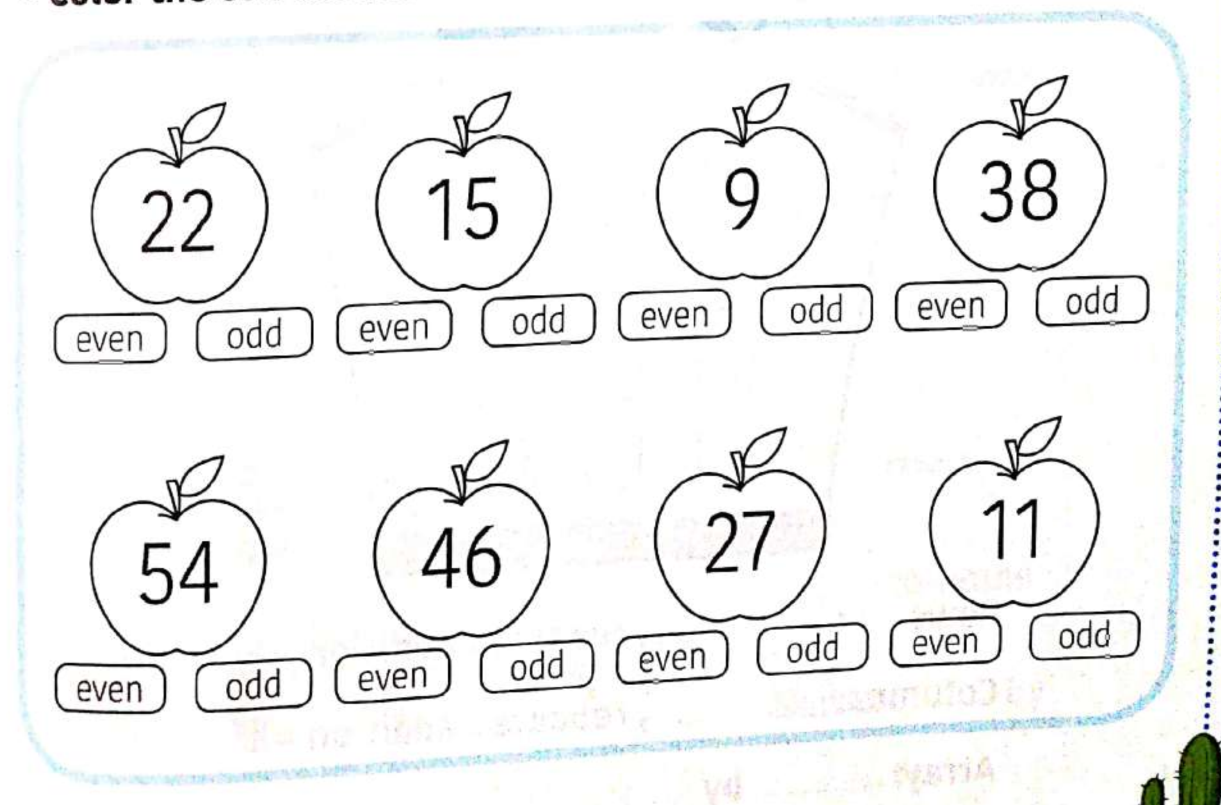



• Look at each pattern below and draw the missing
Rule:
Rule:
Rule:
Rule:
Rule:
Rule:

- Color the even number in 🔵 and the odd number in 🔴 :



- Color the correct word "even or odd" for each apple:



• *Complete:*



Rows : ...., **repeated addition =** ....

Columns: ...., **repeated addition =** ....

Array: .... **by** ....



Rows : ...., **repeated addition =** ....

Columns: ...., **repeated addition =** ....

Array: .... **by** ....

• Complete to make the following arrays:

.... rows

.... columns

Name: .... by ....

.... rows

.... columns

Name: .... by ....

.... rows

.... columns

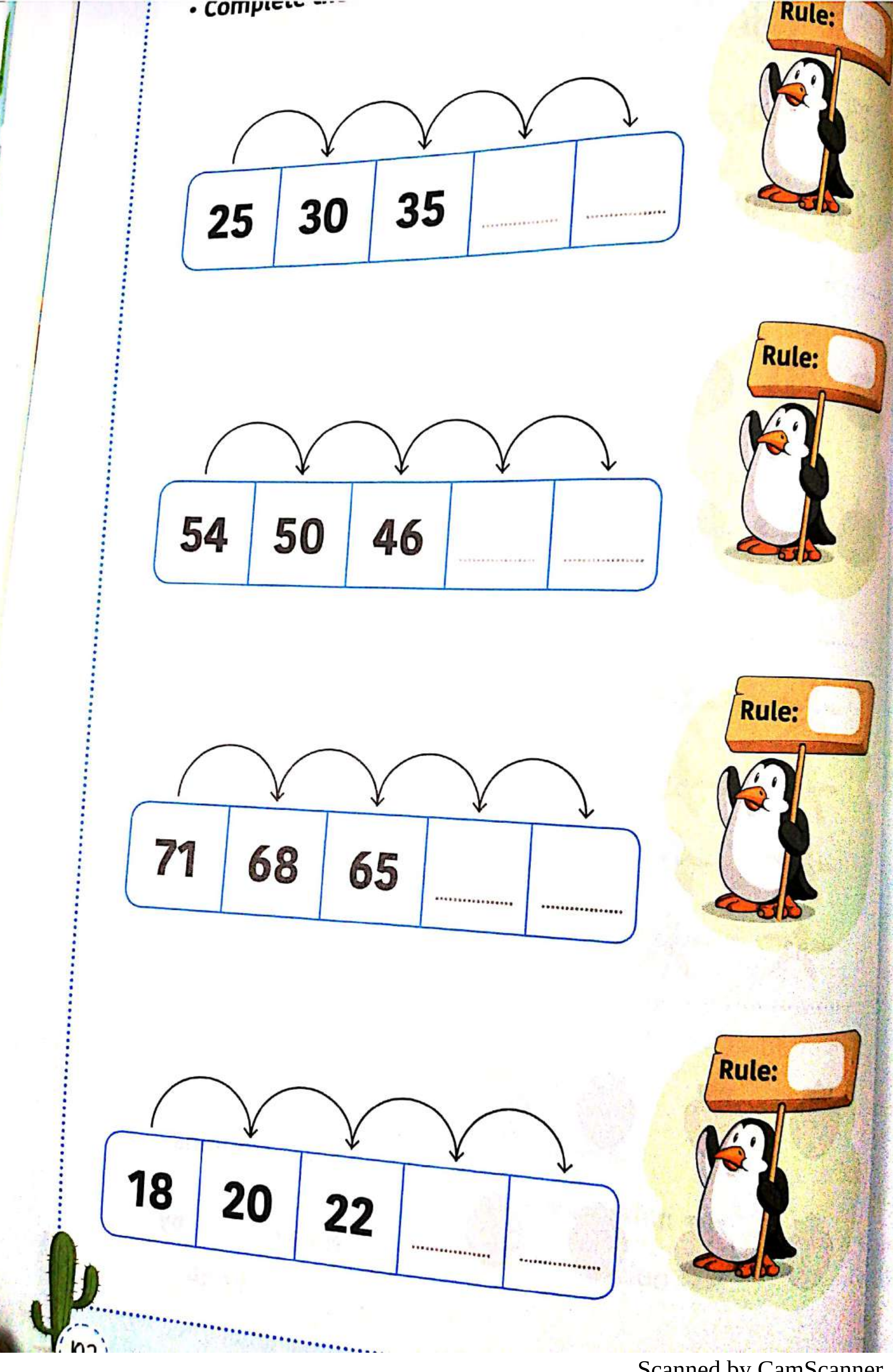
Name: .... by ....

.... rows

.... columns

Name: .... by ....

• Complete the

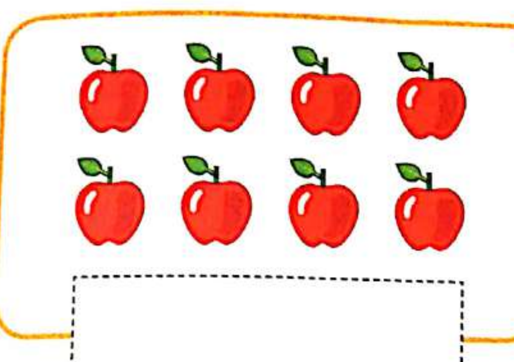


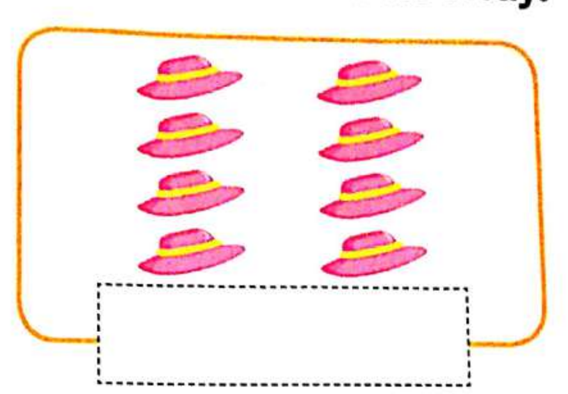


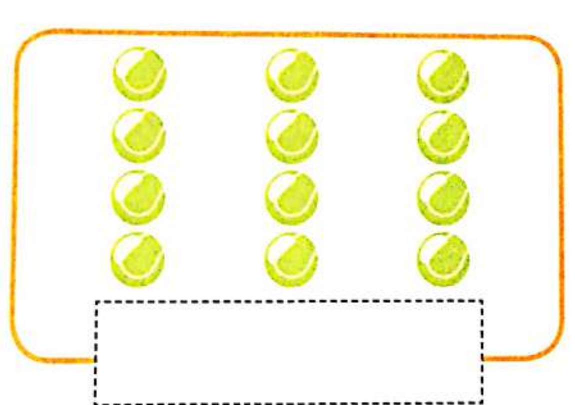
Self-assessment PROJECT

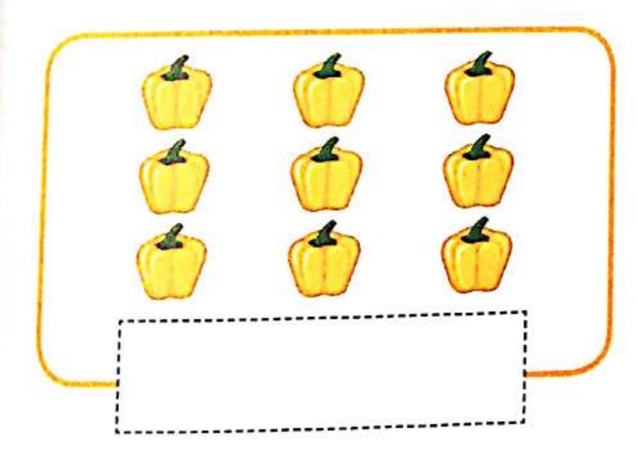


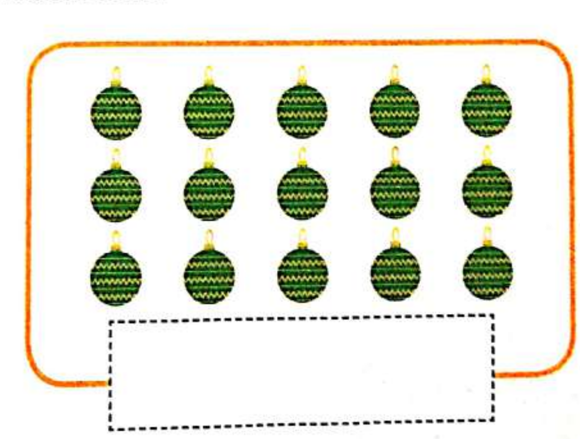
• Cut the suitable addition sentence and paste it with its array:











Columns = 4 + 4 Rows = 2 + 2 + 2 + 2	Columns = 4 + 4 + 4 Rows = 3 + 3 + 3 + 3	Columns = 2 + 2 + 2 + 2 Rows = 4 + 4
Columns = 3 + 3 + 3 Rows = 3 + 3 + 3	Columns = 3 + 3 + 3 + 3+ 3 Rows = 5 + 5 + 5	



Outcome:

I can learn the even and odd numbers.

